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May 3, 2005

MEMORANDUM

TO: Members of the State Board of Education

FROM: Jeremy M. Hughes, Ph.D., Chairman

SUBJECT: Discussion on Report to the Legislature on Public School Academies

Attached please find the Michigan Department of Education's (MDE) recommendations for legislative amendments to Part 6A of the Revised School Code concerning Public School Academies (PSAs).

Also attached is a draft report summarizing authorizer and charter school activity during the 2003-04 school year in fulfillment of MDE's statutory obligation. Routine and timely public disclosure of factual information, such as that contained in these pages, represents an important form of accountability for these public schools and can contribute to a shared understanding of the PSA experience in Michigan in support of the Board's ongoing policy deliberations.

Included in the report is an overview of the "Assurances and Verification" process MDE will pilot this spring to monitor the oversight systems used by charter school authorizers in Michigan. MDE will ask each authorizer to describe 19 critical processes through which they ensure that the PSAs they authorize comply with statute, rule and contract, and then will conduct verification reviews to determine if the systems are operating as described. After evaluating the pilot results, MDE hopes to conduct such reviews of most or all authorizers for inclusion in next year's annual report. Appendix A reports mission statements for each academy (as required by law). Appendix B compares the Michigan Education Assessment Program (MEAP) results for urban PSAs to their host districts and state-wide average. Appendix C compares per pupil funding sources for urban PSAs to their host districts. Appendix D lists PSAs for 2003-04 alphabetically, with host districts.

It is recommended that the State Board of Education receive the Report to the Legislature on Public School Academies, as attached to the Interim Superintendent's memorandum dated May 3, 2005, and approve its transmittal to the Legislature.

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Recommendations for Legislative Amendments to the Revised School Code concerning Public School Academies (PSAs)

As early as 1999, the State Board of Education is on record as urging legislative amendments to Part 6A of the Revised School Code, hoping to obtain for the Michigan Department of Education (MDE) additional funding and rulemaking authority, with which to guide and standardize Public School Academy (PSA) authorizer practices. In 2003, upon receipt of the Auditor General report described on page 7 of the Legislative Report, MDE reported to the State Board that while it continued to pursue such amendments, it would turn to developing oversight mechanisms built on voluntary cooperation of the state's authorizing bodies. This approach, which we are pursuing currently, treats oversight issues for charter schools in one of two ways:

- 1) On legal and financial requirements that are identical to non-charter public schools, MDE oversight and processes are identical.
- 2) If a requirement is unique to charter schools, MDE holds authorizers responsible for building it into contractual obligations, so that it can be monitored and enforced through that mechanism.

Authorizers and MDE share information as much as possible.

Three notable exceptions to this division of authority exist. Because charter schools go out of business in a way that traditional public schools do not, issues arise with regard to wind-up and dissolution that are unique to charter schools (so that MDE's standard powers do not address the situation). However, existing statute does not specifically charge authorizers with overseeing responsible wind-up and dissolution once a charter contract is not renewed. Final accounting for the public assets involved becomes difficult or impossible to obtain. **MDE believes that an amendment should be written into state statute which charges authorizers with overseeing responsible wind-up of the affairs of a Public School Academy and orderly dissolution of the corporation created to receive the contractual charter.**

Similarly, when a charter school goes out of existence, statute is unclear about the expected location of student records and business records. Each charter school board negotiates its own solution to this responsibility, but consistency would be of assistance to students and parents who need access to records. **MDE believes that an amendment to current statute should specify that student records be maintained by the relevant ISD and that business records should be maintained for the required period of time by the authorizer.** Appropriate storage fees could be charged to the dissolving corporate board.

A third situation unique to charters is that authorizers' selection processes for appointing PSA Board members often involve accepting recommendations from the Education Service Provider (ESP) managing the school. In order to avoid the appearance of a potential conflict of interest, **MDE believes that conflict of interest language currently applied to urban high school academies should be extended to apply as well to Public School Academies and to Strict Discipline Academies.** Such language exists now in Section 523 (2) (i) of the Revised School Code, Part 6C.

MICHIGAN DEPARTMENT OF EDUCATION

REPORT TO THE LEGISLATURE

ON

PUBLIC SCHOOL ACADEMIES 2003-2004

June 2005



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THE FORMATION AND STRUCTURE OF MICHIGAN'S CHARTER SCHOOLS

Michigan's first "Public School Academies" (PSAs), commonly referred to as Charter Schools, became possible in 1993 with the passage of Section 6A of the Revised School Code. Public School Academies are public schools, functioning like traditional public schools in most ways. They are funded by state and federal funds, and they are subject to all the laws of Michigan and rules of the state School Code. For instance, the PSA must:

- Accept any student within its authorizer's geographic area, and conduct a lottery if its spaces are more limited than students wishing to attend,
- make special education options available to students who need it,
- hire certified teachers,
- be audited annually, and
- test its students as required by state Michigan Educational Assessment Program (MEAP) and federal No Child Left Behind (NCLB) law.

PSAs differ from their traditional public school counterparts in several ways, however: they are governed, not by an elected board, but by an appointed board, responsible to an "authorizer" who has issued its "charter" to exist. Universities, Community Colleges, Intermediate School Districts and Local School Districts can authorize Michigan's PSAs. They do so by appointing the board of directors of a Michigan non-profit corporation; they then issue a contract to that School Board, which specifies that the PSA will perform as a public school in every way, and which may set additional conditions. The authorizer is responsible to oversee the school boards they charter closely enough to ensure that the PSA board is following state and federal law, rules and all contract provisions. To finance these oversight functions, authorizers may retain up to 3% of the state aid allocated to the PSAs they authorize.

Once authorized, a PSA receives a foundation allowance from the state School Aid Fund for each of its students, just as traditional public school districts do. It may borrow, but may not levy taxes to fund its facilities. PSAs may contract with an Educational Service Provider (ESP) to provide a wide variety of administrative services, including: facilities management, human resource management, curriculum development, purchasing, food services, after- school programs or professional development. These ESPs are sometimes referred to as "Management Companies."

A BRIEF HISTORY OF CHARTER SCHOOL LAW IN MICHIGAN

Although the legislature passed Public Act 362 in late 1993 and the State Board voted in early 1994 to support its implementation, the law was immediately challenged by the Michigan Education Association, the American Civil Liberties Union and a coalition of organizations. These groups expressed concern about public funding for schools not governed by elected officials, and compared it to funding religiously-based parochial schools. They asked the Ingham County Circuit Court to enjoin distribution of public funds to the public school academies. Upon hearing the case, the court ruled Section 6A to be unconstitutional, finding that Public School Academies (PSAs) were not public schools and that the law unacceptably limited the State Board of Education's constitutional authority to provide leadership and general supervision over public education.

On appeal, the Michigan Supreme Court ruled in 1997 that PA 362 of 1993 did not violate the Michigan Constitution. The Court ruled that PSAs are under the ultimate and immediate control of the state and its agents; that public school academies are not parochial schools; and that because the Legislature declared public school academies to be public schools, they are subject to leadership and general supervision of the Board of Education to the same extent as are all other public schools. It directed MDE of Treasury to disburse funds to PSAs operating under the law, striking down Part 6B (the 1995 law which had been passed to replace PA 362 of 1993) and reinstating Part 6A.

A series of Attorney General opinions has clarified various aspects of PA 362 of 1993 through intervening years:

- A PSA may contract with an outside educational service provider that employs teachers and other staff to operate the educational program of the academy. Those teachers so employed are not eligible for membership in the Michigan Public School Employees Retirement System (MPERS) (1996).
- Revocation or non-renewal decisions by PSA Authorizers are not subject to judicial review. Authorizers are immune from civil liability for such decisions (1997).
- Officers/board members and employees of PSAs are subject to the Public Servant Conflicts of Interest Act (1968 PA 317) (1998).
- The Incompatible Public Offices Act (1978 PA 566) prevents a person from serving simultaneously as a member of a Board of Education of a traditional school district and as a member of the board of a PSA (1998).
- A construction contract authorized by a PSA using state funds must provide for the payment of prevailing wages (2000).
- A federal tribally controlled community college may authorize PSAs within its tribal community college district in Michigan (2001).
- A PSA may operate at multiple sites, provided it operates only a single site for each configuration of grades authorized in its charter (2003).
- A traditional public school district must enroll a resident student who chooses to leave a PSA at any point in the school year, and if it does so is entitled to a proportional share of the per pupil funds allocated to that student (2004).

- PSA Boards may transact business by majority vote as long as a majority of members then in office is present at a meeting, unless otherwise constrained by contract, charter or by-laws (2004).

In 2003, a significant new piece of legislation, PA 179, was passed. It permits state public universities to issue up to 15 authorizing contracts for “urban high school academies” within the Detroit school district. This amendment to the Revised School Code adds Part 6C and provides additional charter school choice options within Detroit. It amends Part 6A of the School Code to permit Public School Academies to issue bonds and provides impetus to the creation of urban high school academies and permits additional grade configurations, provided that at least grades 9-12 are operational within five years of beginning operations. Urban high schools differ from ordinary charters in several ways:

- They may give enrollment priority to children of employees and board members.
- The non-profit applicant for its charter can have a continuing role: it may participate with the authorizer in naming board members, review educational performance independently, and administer contracts with management companies
- They receive longer-than-usual 10-year authorizing contracts
- They must disclose specific kinds of information
- Their wind-up and dissolution process is specified.

Only recently have university authorizers began to solicit applications for authorization of these new academies. None has so far been authorized.

MICHIGAN DEPARTMENT OF EDUCATION ROLE AND 2004-05 ACTIVITY

The State Board of Education and the Michigan Department of Education (MDE) are committed to ensuring strong public oversight of the state's charter schools. Under Public Act 362 of 1993, we believe that can best be accomplished through a collaborative effort between MDE and authorizers. Authorizers have primary oversight responsibility for individual PSAs, while the MDE role includes:

- Oversight of overseers – ensuring that authorizers have rigorous oversight systems in place, and
- Aggregation of statewide experience – reporting to the public and ensuring that parents and students have good information about PSAs.

This report is offered in fulfillment of the second part of that role, and in fulfillment of MDE's statutory responsibility to inform the legislature regularly about the state of charter school experience.

Assurances and Verification Process

In order to systematize its "oversight of overseers" function, MDE has developed – and will pilot-test during the spring of 2005 – an "assurances and verification" system under which authorizers are asked once per year to describe and classify the processes by which they oversee 19 critical features of the Public School Academies under their care. The 19 processes include:

AUTHORIZING AND CONTRACTING

- 1.1 Issuing charters
- 1.2 Ensuring non-profit incorporation
- 1.3 Ensuring timely document submission
- 1.4 Contracting for educational goals and methods of assessment
- 1.5 Managing revocations and non-renewals
- 1.6 Conducting oversight visits

PSA GOVERNANCE

- 2.1 Appointing Board members
- 2.2 Ensuring compliance with all applicable law
- 2.3 Ensuring Board governance policies
- 2.4 Ensuring open application processes for PSAs
- 2.5 Ensuring arms' length relationships with ESPs
- 2.6 (For school district authorizers): Honoring collective bargaining agreements

FACILITIES

- 3.1 Ensuring single site requirement is met
- 3.2 Ensuring occupancy and facility approvals have been issued

QUALITY OF LEARNING

- 4.1 Measuring student academic achievement against goals
- 4.2 Ensuring certified teachers with background checks

FINANCIAL ACCOUNTABILITY

- 5.1 Ensuring annual financial audits and reasonable response to exceptions
- 5.2 Determining financial stability
- 5.3 Identifying related-party transactions and determining their fair-market value

For each process, the authorizer classifies its stage of development as:

- *Missing or Under Development;*
- *Complete;*
- *Complete and Well-documented;*
- *Complete, Well-documented and Used Consistently; or*
- *Complete, Well-documented, Used Consistently & Continuously Improving.*

MDE staff then selects a representative sample of authorizers and schedule "verification visits" to determine that practices in use actually correspond to the descriptions. Next year's annual report should be able to describe the status of these 19 oversight mechanisms for many, if not all, authorizers.

Auditor General Report

From November 2000 to March 2002, the Michigan Office of the Auditor General (OAG) performed fieldwork for a performance audit of MDE's Office of Education Options' activity from 1997-2001. They examined documents and then surveyed and interviewed MDE staff, authorizers and PSA officials, to assess the effectiveness of the MDE's oversight of authorizers and review of contracts.

The OAG report, issued in June 2002, included findings of three major kinds:

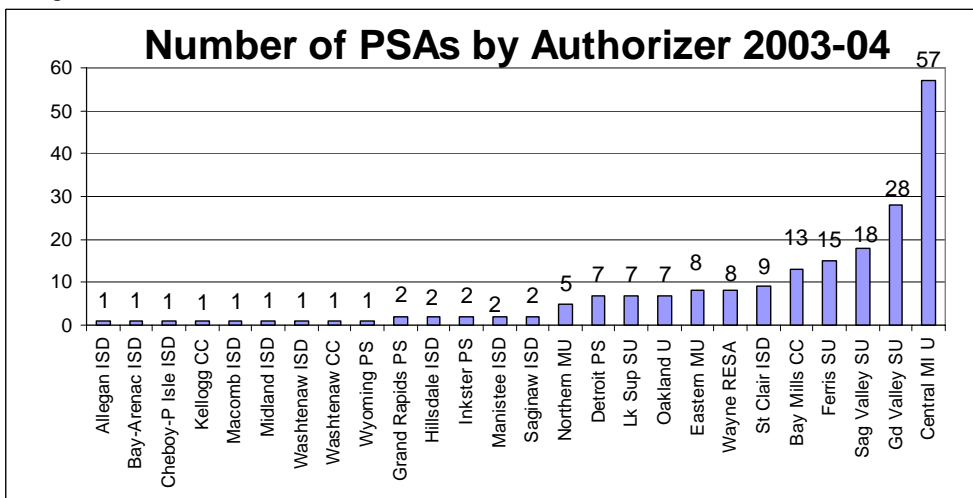
- 1) It recommended that MDE establish rules, policies, procedures and guidance to stiffen PSA Authorizers' oversight generally and specifically with regard to conflicts of interest, PSA board independence from management companies, facility occupancy approvals and safety, teacher certification and employee background checks, emergency permit applications, religious symbols, Open Meetings Act, Board policies, financial controls, student records, and insurance coverage.
- 2) It recommended that MDE seek additional funding to support expanded activity, including completion of this annual Report to the Legislature, and evaluation of its own office.
- 3) It recommended that MDE substantially improve its internal review of PSA contracts.

MDE agreed with the findings which deal with requirements unique to PSAs, and in response, developed a contract checklist and the "Assurances and Verification" system described above.

Other parts of the Auditor General's recommendations concern requirements shared by both PSAs and traditional public schools. For these, MDE does not plan to develop charter-specific systems, but rather to rely upon the same mechanisms in use to oversee traditional public schools: regular reporting through Center for Education Performance Information (CEPI), MEAP tests of student achievement, annual audits, on-site reviews as scheduled and required, a Special Education-focused monitoring system and a formal complaint resolution process.

MICHIGAN CHARTER SCHOOL AUTHORIZERS

Twenty-six authorizers were active in the state during the 2003-04 reporting period. Together, they authorized 199 PSAs by that date. Fourteen of these have authorized only one or two schools. Seven have authorized and oversee 5-10 schools each. The

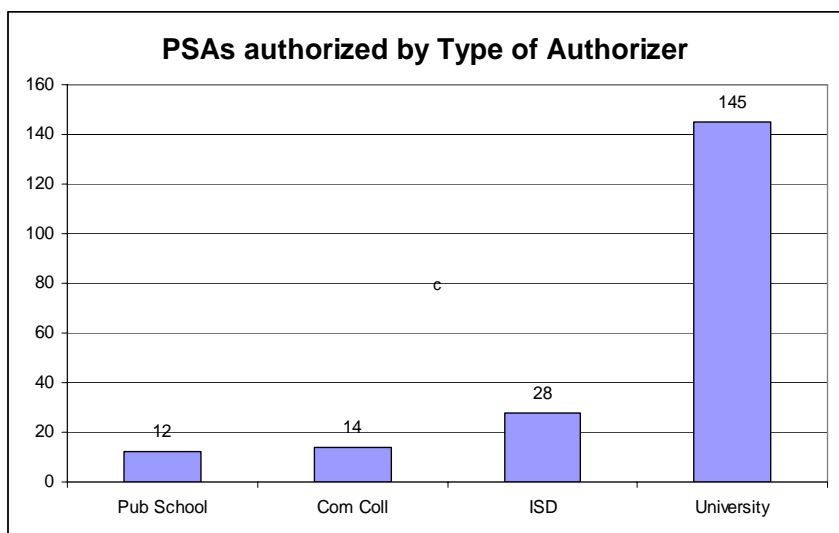


Source: MDE Public School Academies Program Database

remaining five authorizers had during this period authorized more than 10 schools each and account for two-thirds of the state's PSAs (131 schools).

Under Michigan law, only universities and federally chartered community colleges such as

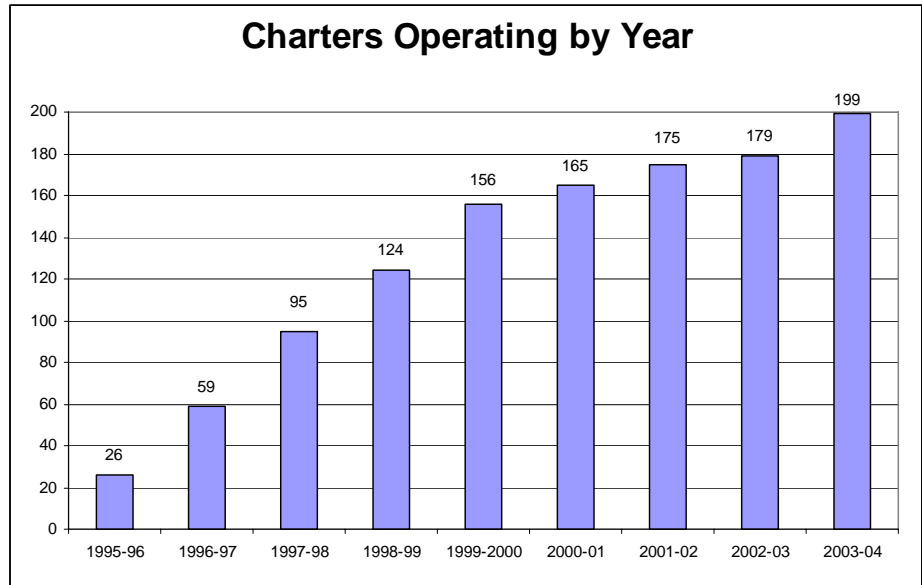
Bay Mills are able to charter PSAs anywhere in the state. Universities account for 73% of the schools active in this period. Universities are capped by statute at a total of 150 PSAs statewide, and had reached 145 by the end of this period. Most other authorizers are limited to their own, much smaller, geographic districts, where they have authorized 54 schools.



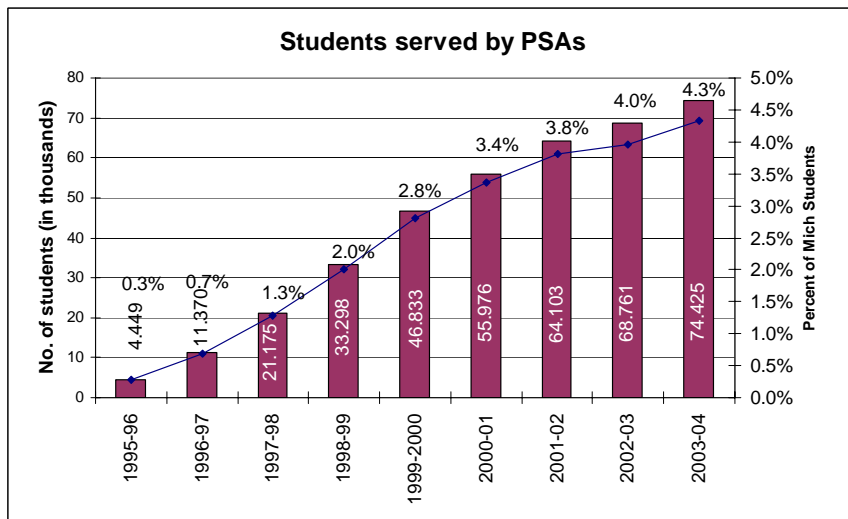
Source: MDE Public School Academies Program database

MICHIGAN'S PUBLIC SCHOOL ACADEMIES

During the 2003-04 school year, 199 Public School Academies were in operation in the state. This represented an increase of 20 (11%) over the previous year. Previously, growth in the number of PSAs had remained fairly constant as university authorizers approached their statutory maximum number of schools.



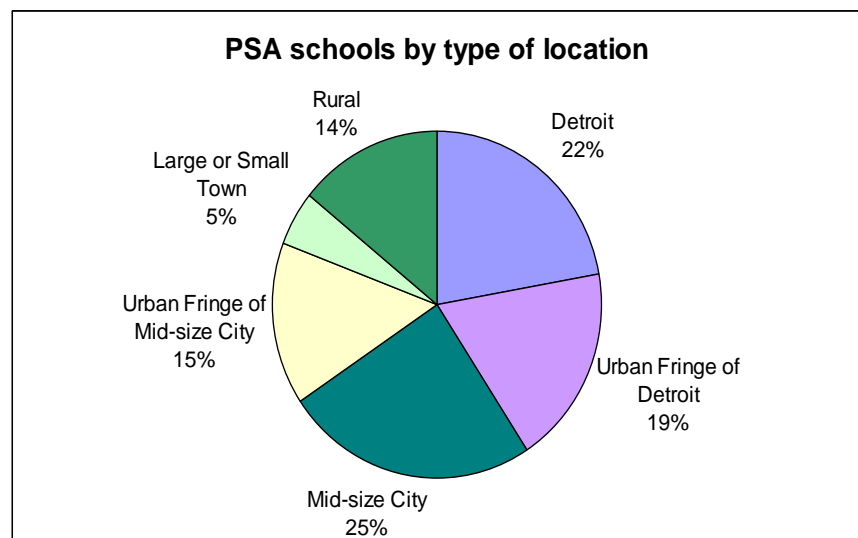
Source: MDE Public School Academies Program database



Source: MDE Public School Academies Program database

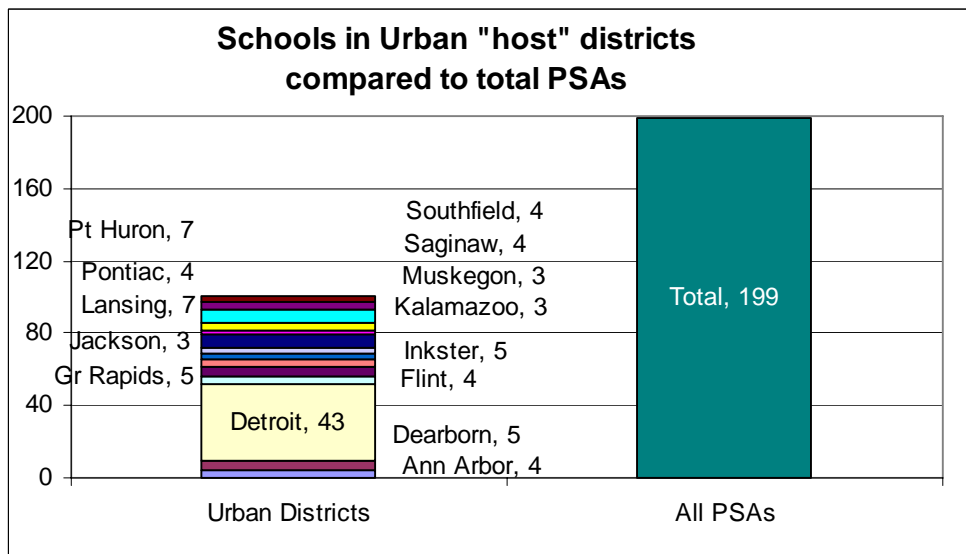
The number of students served by PSAs continues to grow as well, reaching 74,425 during 2003-04. Some of this is attributable to new schools, and the rest is a result of previously chartered schools bringing new grades on-line or expanding student counts as projected in their plans. In 2003-04, charter students represented just over 4.5% of Michigan students statewide.

Most PSAs (81% of schools, 88% of students) are located in major metropolitan areas, or their suburban edges. But about 40 schools are located in non-urban towns or rural areas.



Source: 2003-04 National Center for Educational Statistics

Although PSAs are their own autonomous districts, each one is located geographically in one of 99 traditional school districts in the state. Fifty percent of charter schools and



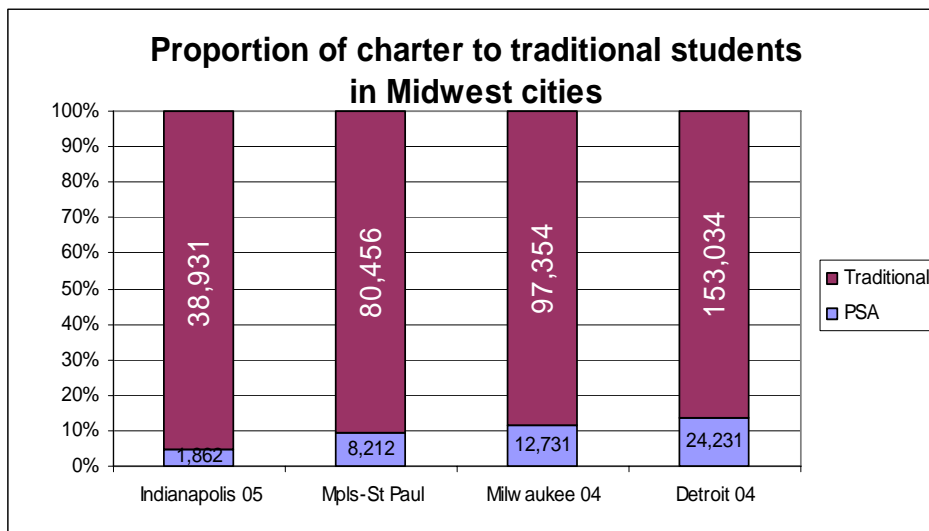
55% of charter students are concentrated in 14 urban districts. Those 14 districts are Ann Arbor, Dearborn, Detroit, Flint, Grand Rapids, Inkster, Jackson, Kalamazoo, Lansing, Muskegon, Pontiac, Port Huron, Saginaw, and Southfield.

Being "located" in an urban host district does not, of course,

mean that a PSA's students come solely from that urban district. Many students' travel originates farther away. In the near future, the state's Single Record Student Data Base will provide additional data that will help analyze student mobility.

Detroit, with just over a fifth of the state's PSAs, can be compared to other major metropolitan areas in the Midwest, many of whom also host significant numbers of charter schools.

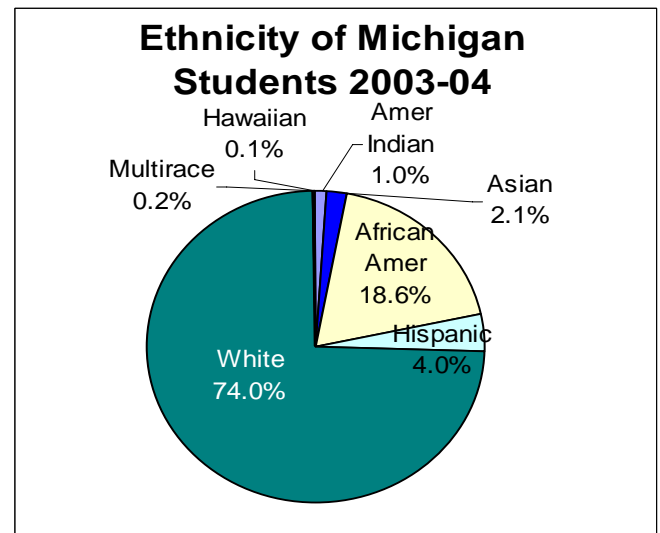
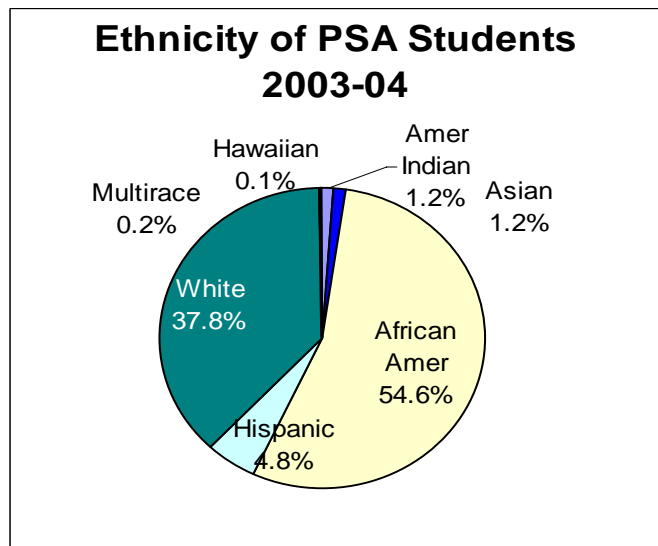
Below are comparisons of student headcount figures (for either the report period or the current school year) with several such cities, displayed to show proportions. Some of these "central school district" student counts are larger than others because the districts extend farther out from the center city. In each, all PSAs geographically



located in the central district are included in the comparison, regardless of the students' home location.

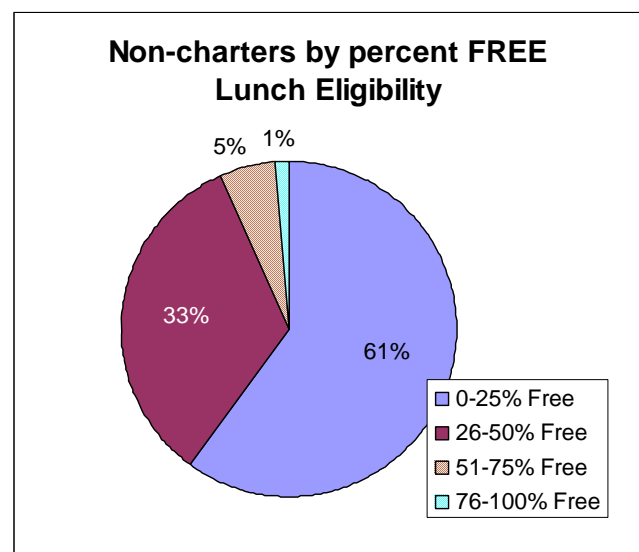
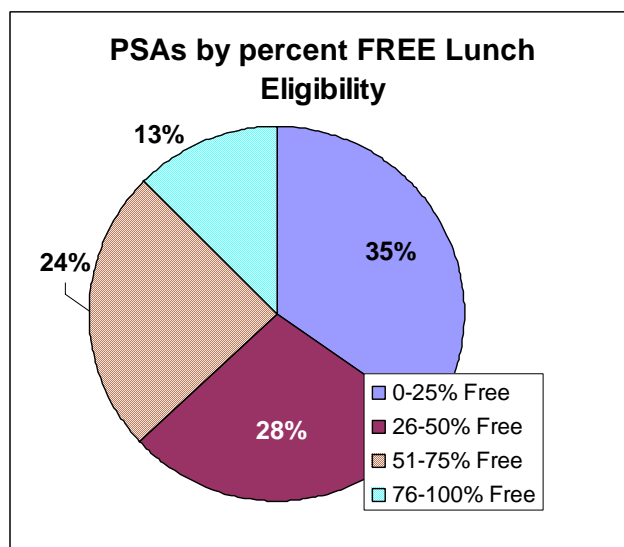
Source: State Department of Education

Michigan's charter schools serve a larger number of minority students than the statewide average. They more closely resemble the ethnic makeup of their urban "host" districts than they do the statewide profile.



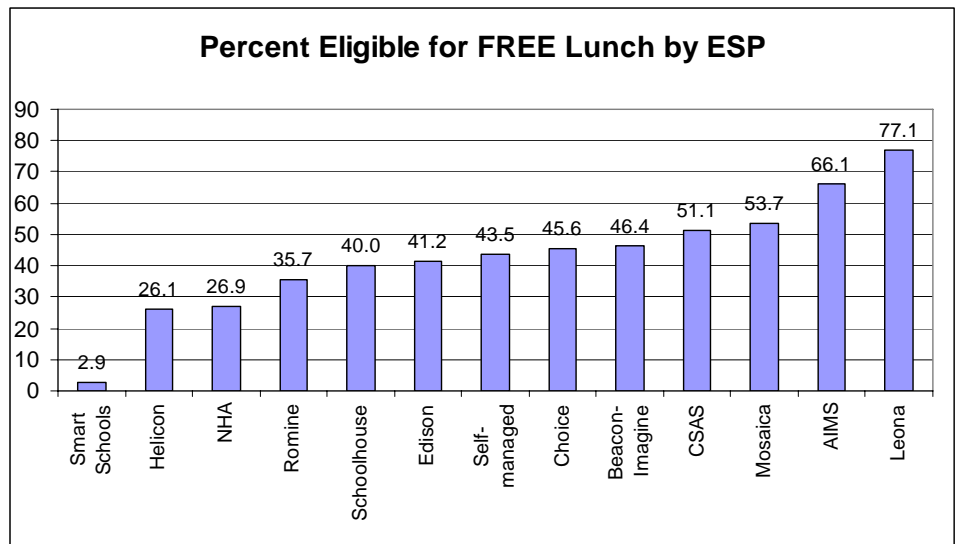
Source: CEPI web document: Public Student Headcount data from the Single Record Student

"Free and reduced lunch" numbers – a common comparison statistic -- are less useful for analyzing PSAs socioeconomic profile because as many as a third of Michigan's PSAs do not have lunch programs and thus do not use federal lunch funding. Since all schools including PSAs do, however, report eligibility for free lunch program, the charts below compare this more rigorous test (and thus smaller percentage). The two hatched sections of each chart below indicate the proportions of schools with more than half of their students eligible for free lunch, and those with more than three-quarters eligible. These groups together constitute 37% of PSAs and 6% of non-charters.



Source: Oct 2003 Free Eligibility Counts submitted to MDE for Section 31a

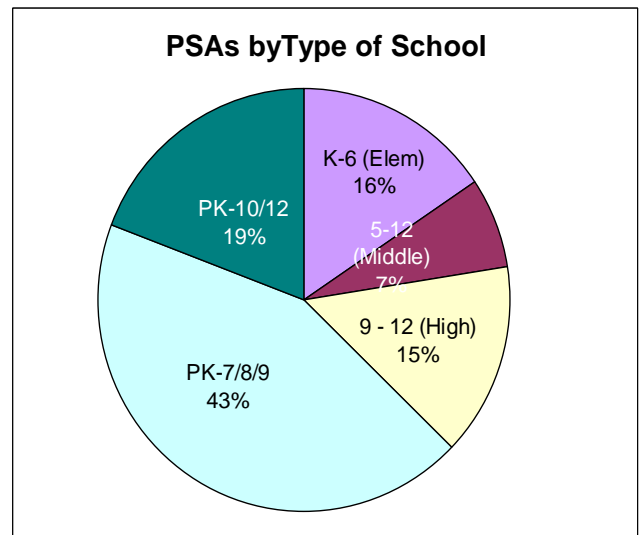
In later sections, academic or financial data is detailed by ESP, in order to identify patterns. This chart provides important context for those comparisons: some ESPs serve school populations with widely differing socioeconomic characteristics.



Education Service Provider	Schools	Students
Smart Schools	4	1434
Helicon	11	4607
Nat'l Heritage	26	15,092
Romine	3	847
Schoolhouse	3	1653
Edison	3	3107
Self-managed	73	9447
Choice	6	1642
Beacon/Imagine	6	2547
CSAS	10	5862
Mosaica	10	2890
AIMS	3	1486
Leona	15	5844

The population on which these percentages is calculated varies widely, since some ESPs serve many schools and others only a few. The chart at left shows the number of schools and students involved in each ESP's socioeconomic profile:

Because traditionally, high schools with their specialized materials and facilities have absorbed more resources than elementary schools, there has been some public concern that charter schools will organize to serve only the more economical-to-serve elementary students. However, during this reporting period, 62% of charter schools (and 80% of charter students) were organized in K-7/8/9 or K-12 configurations. Only 16% of charter schools (and 11% of charter students) are in exclusively elementary schools.



Source: MDE Public School Academies Program database

QUALITY OF LEARNING ISSUES

Student achievement among charter school students can be measured in many ways. Most charter schools have established multiple measures, and many authorizers gather and aggregate these data in order to identify patterns and monitor accountability. Several authorizers require their PSAs to use a particular standardized assessment tool for better comparisons and learning purposes, and some pay for this required data collection from their 3% administrative fee.

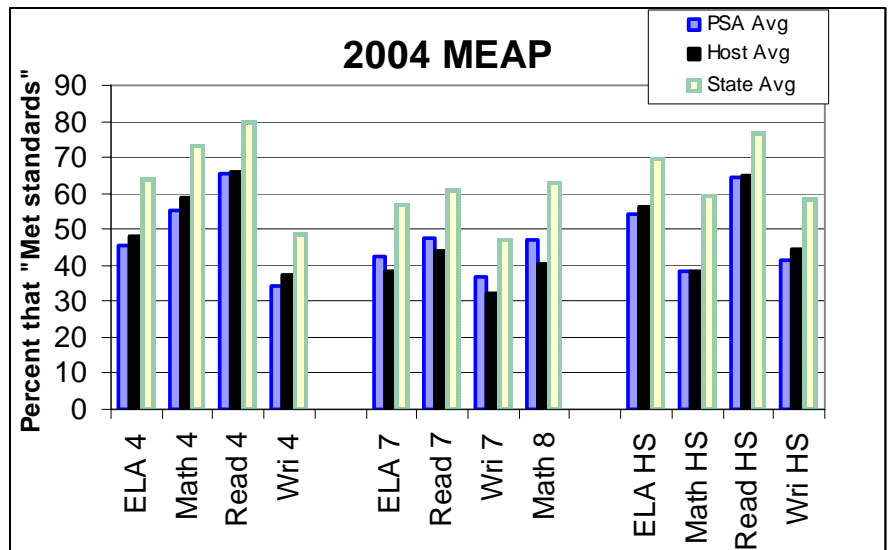
Measures that are available on a statewide basis for this report include MEAP performance; EducationYes! report card data; Adequate Yearly Progress (AYP) status; Graduation rate; and Attendance rate data. CEPI and MDE's Office of Professional Preparation Services (OPPS) are collaborating to mesh databases so that the Registry of Educational Personnel (REP) data can be audited against certification records. Reliable measures of the percentage of school's teachers who are certified should be available soon, after preliminary data are field-tested and validated.

MEAP Performance

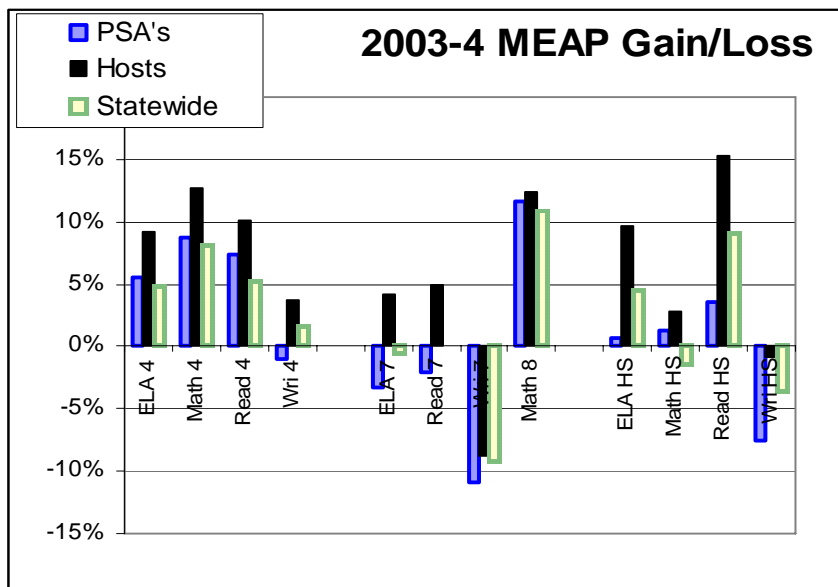
The Michigan Educational Assessment Program (MEAP) test is an annual assessment of student achievement measured against the state's curriculum standards. The State Board of Education established these standards in consultation with parents, educators, business and university professors as the essential knowledge and skills that Michigan students need to learn.

The MEAP is an important measure of schools' ability to support their students to succeed. The graph at right compares 2004 MEAP scores in core subject areas. The right-hand (light-colored) bar in each cluster of the chart represents the proportion of students statewide who met state standards, for each required subject at each grade level.

PSAs (represented by the left-hand, outlined column) show lower percentages of success than the statewide average. However, when compared to the 14 urban "host" districts* (center, dark column) which contain 50% of the state's PSAs, charter schools match their urban counterparts closely. In middle school, PSAs slightly surpass urban hosts, though don't exceed the margin of measurement error.



Source: MDE MEAP database for Winter 2004

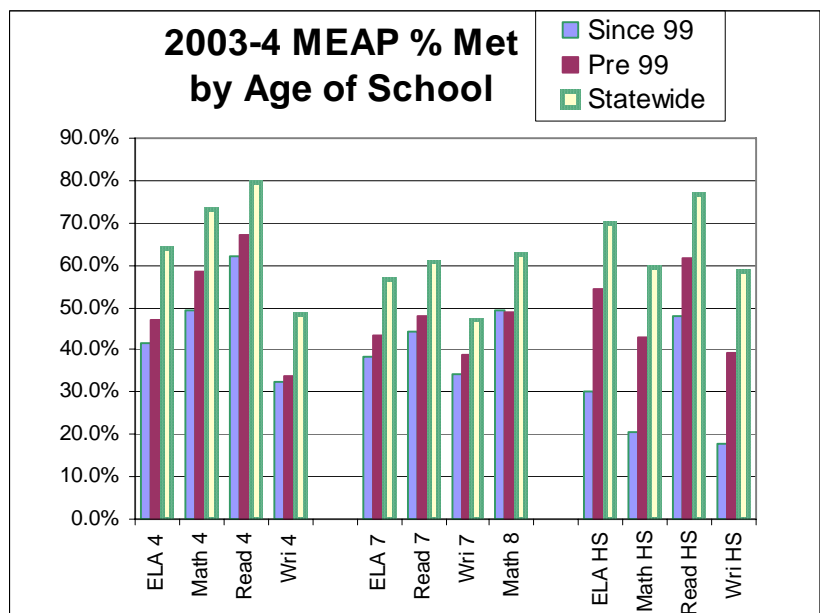


A school's "Adequate Yearly Progress" (AYP) depends not only on its annual MEAP scores, but also MEAP gains from year to year. The graph at left displays PSAs, hosts, and the statewide average "gain" from 2002-03 to 2003-04 in the percentage of students who "met standards."

PSAs, as a group, matched relatively closely the statewide gains, but it is noteworthy that the 14 urban "host" districts showed higher gains, on average, than either charters or

their traditional school counterparts. The 14 "host" districts include: Ann Arbor, Dearborn, Detroit, Flint, Grand Rapids, Inkster, Jackson, Kalamazoo, Lansing, Muskegon, Pontiac, Port Huron, Saginaw and Southfield.

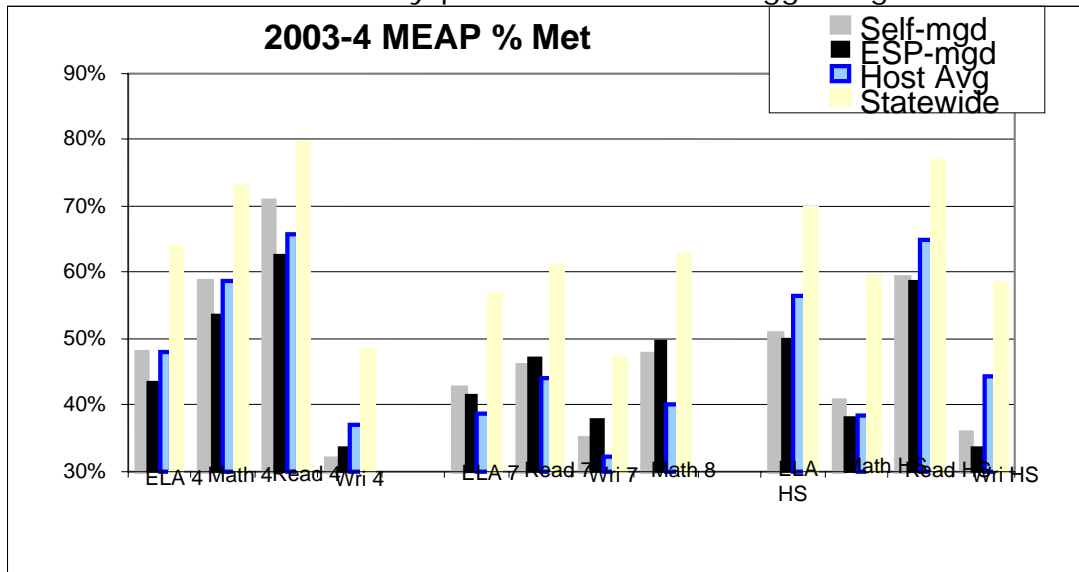
The question of whether older, more mature, PSAs fare better on student achievement than their more-recently-launched counterparts is displayed on the graph at right. The graph divides charters into two groups: those that were in existence before 1999 and those that opened in 1999 since. The schools that have been in operation longer (pre-99) average slightly higher percentages of students "meeting standards" than do those started after 1999.



Source: MDE MEAP database for Winter 2003-04

Management Structures and MEAP Performance

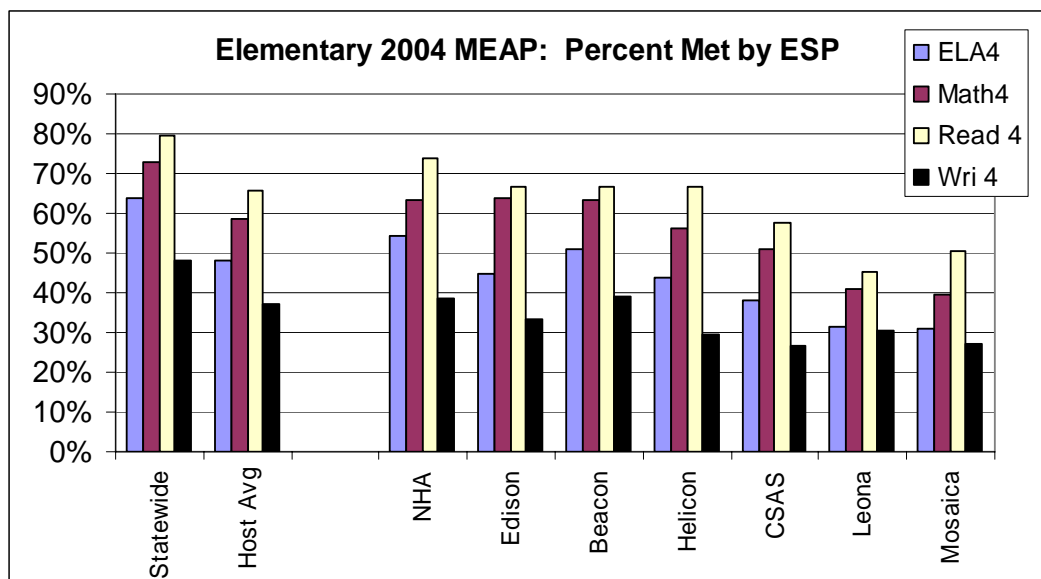
MDE compared achievement data from self-managed PSAs and those managed by ESPs to determine if differences exist. At the elementary level, self-managed PSAs slightly outperform ESP-managed schools. However, both groups (at each grade level) perform very near the host-district average and below the statewide average. This differs from some nationally-published research suggesting that students from ESP-



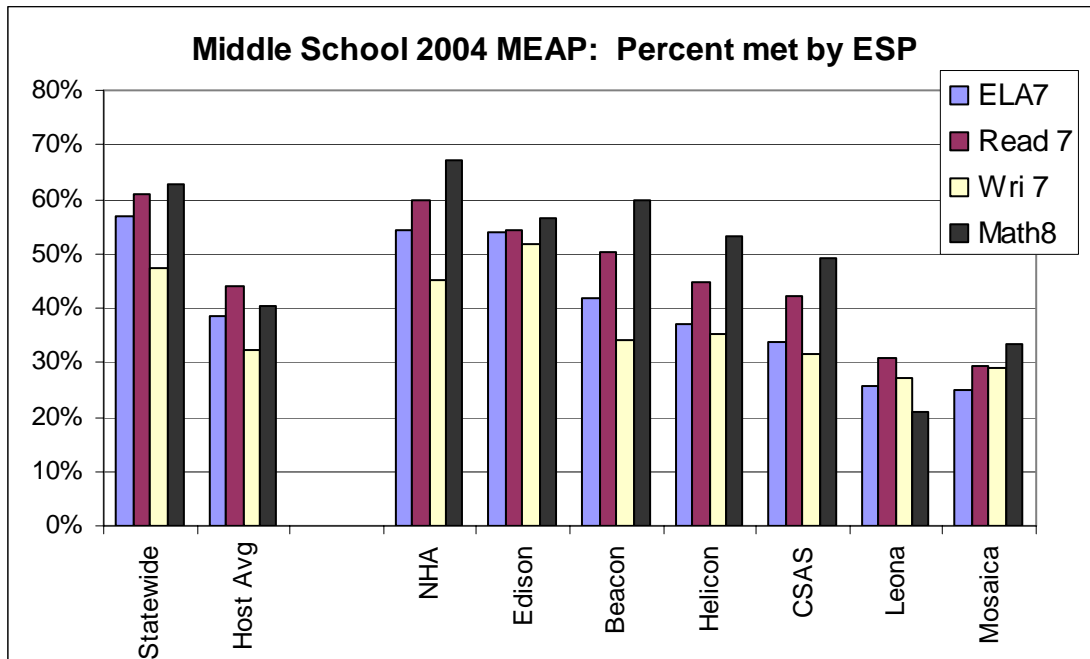
Source: MDE MEAP database for Winter 2003-04

ESP-managed schools differ widely among themselves, within the range that contributes to that overall average, however. The chart below indicates what percentage of fourth grade students in a given ESP's schools met state standards in 2003-04. Some neared the statewide average, while others under-performed both the statewide

average and the 14 urban host districts being used in this report as a baseline. Similarly, on the following page, seventh and eighth graders' performance in each ESP's schools are compared across all subjects.

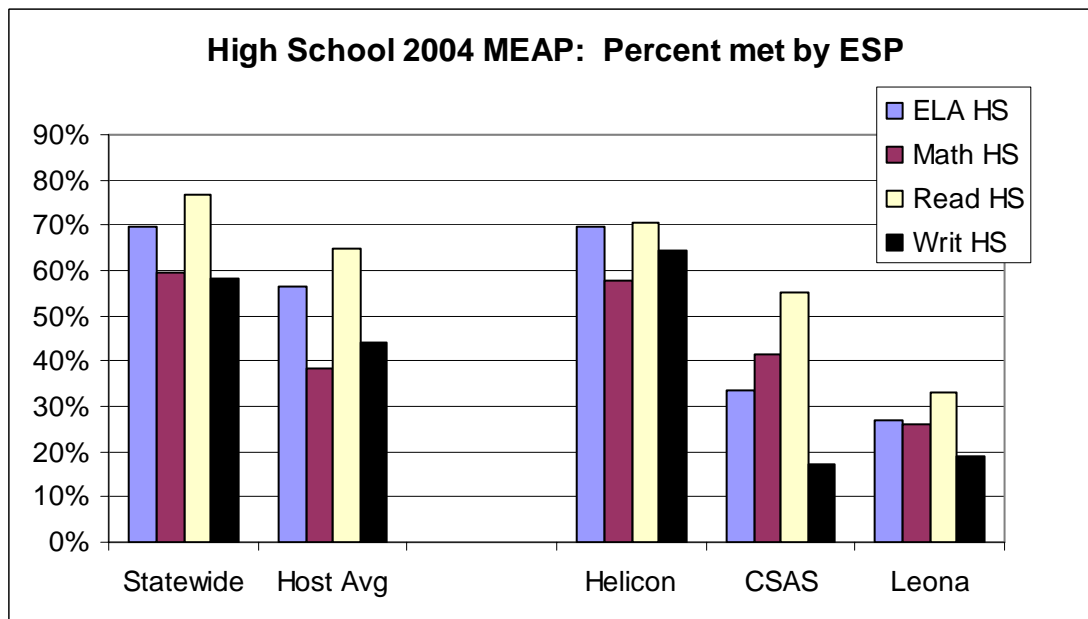


Source: MDE MEAP database for Winter 2003-04



Source: MDE MEAP database for Winter 2003-04

And finally, the graph below compares performance by the Class of 2004 in the schools managed by each ESP.

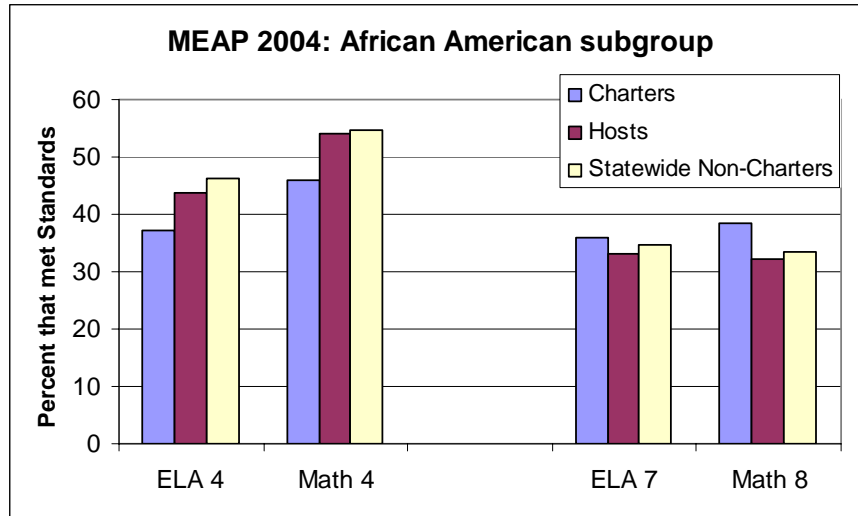


Source: MDE MEAP database for Winter 2003-04

Demographic Subgroups and MEAP performance

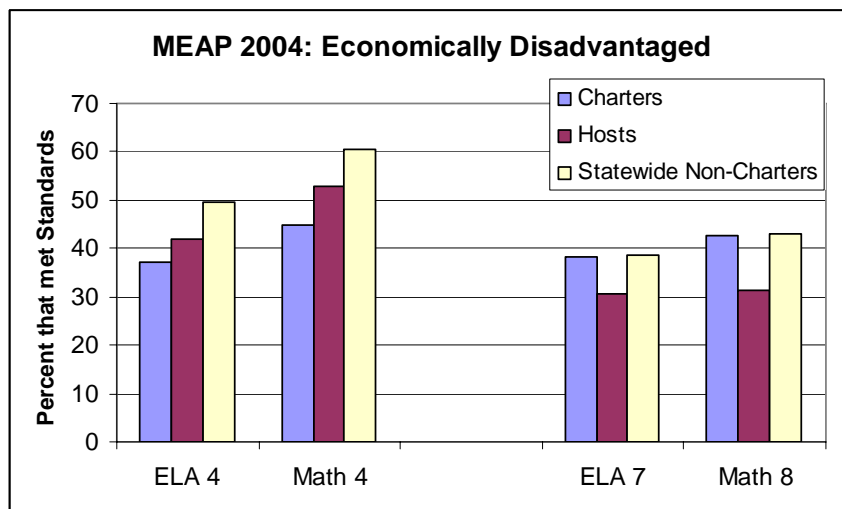
Within categories where enough students exist within PSA data to make meaningful comparisons, the following charts display subgroup performances.

Sufficient data exist to compare the performance of African-American (non-Hispanic) students from PSAs with those from host districts and those from non-charter traditional schools statewide. At the elementary level, fewer PSA students meet standards than do their counterparts locally or statewide. In middle school grades, their performance exceeds both sets of counterparts.



Source: MDE MEAP database for Winter 2003-04

The following graph makes the same comparison for the Economically Disadvantaged student subgroup. In the economically disadvantaged student subgroup, MDE found charter school fourth grade students did not perform as well as students in their host districts or the statewide average. However, by seventh grade, PSA school students had exceeded peers from their host districts and were nearly identical to non-charter statewide average.



Source: MDE MEAP database for Winter 2003-04

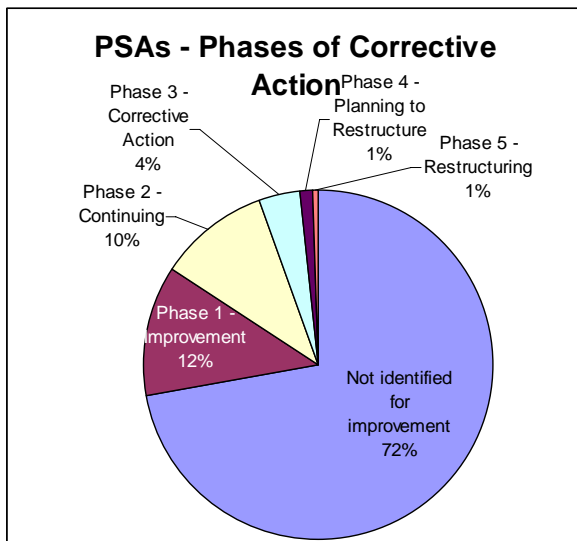
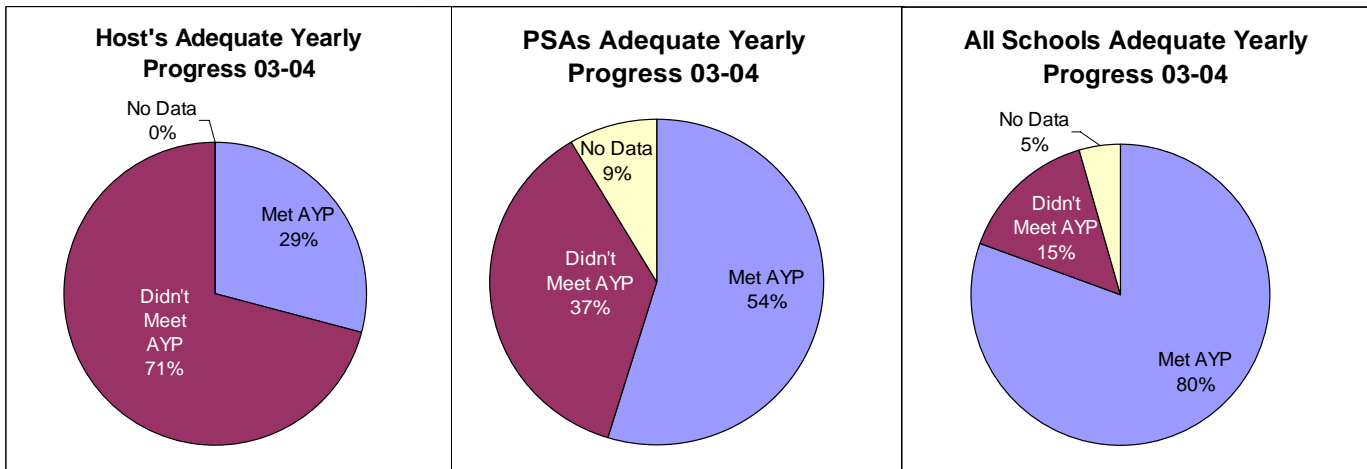
Adequate Yearly Progress

All schools in the nation have a federally-determined target of having 100% of their students meeting state standards by the year 2013. Making "adequate yearly progress" (AYP) a school's baseline toward that goal requires that a school:

- 1) Have an attendance (or graduation) rate above 80% for each of 10 categories of students (i.e., racial groups, special ed, English Language Learners and economically disadvantaged as well as the full student body),
- 2) Have more than 95% of each category of students tested, and
- 3) Meet its target achievement goal in each category or reduce last year's percentage of unsuccessful students in each category by 10%

Michigan schools failing to make AYP are identified as "high priority schools" and qualify for special assistance in their effort to identify and implement strategies that will strengthen the school's ability to support students to succeed.

During 2003-04, 54% of Michigan's PSAs met AYP, compared to 29% of host districts. However, PSAs were below the statewide average of 80%.

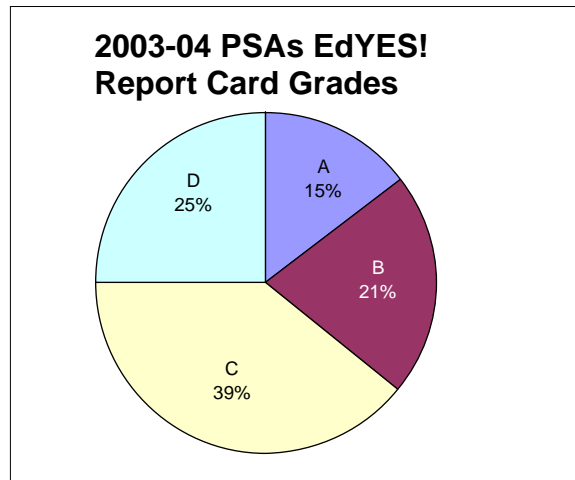


High priority schools that do not meet AYP for two consecutive years or more enter into a phased system of increasingly structured sanctions. A school stays within this system until it has made adequate yearly progress for two consecutive years.

The graph to the left shows that 28% of Michigan's public school academies were somewhere in the phased sanction sequence. This compares to a statewide average of 14.6% for all public schools.

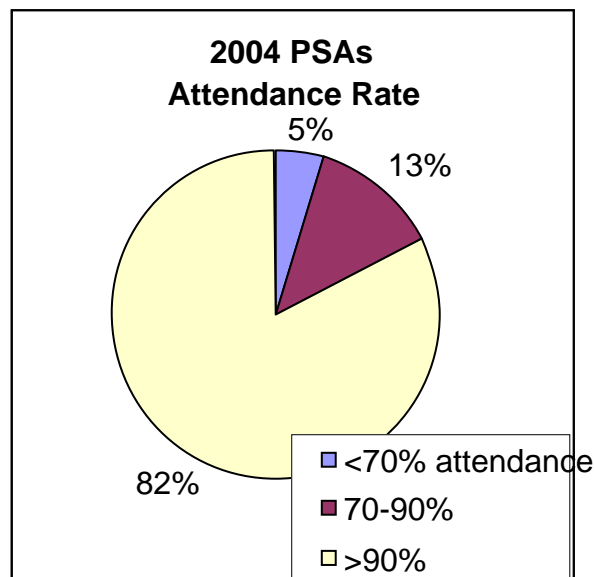
Education Yes! Report Card Grades

Michigan combines scores from the MEAP assessment with other factors, which each school self-assesses and reports. During 2003-04, these factors included dropout rate, attendance rate, professional development, and the condition of buildings and facilities, among others. A single "report card" grade is calculated for each school by combining the weighted factors. In 2003-04, 74% of the state's Public School Academies received "passing" grades of C or better, while 98% of all schools did so.



Source: MDE EducationYes! dabatase

Another of the factors integrated into EdYES! Report Cards is Attendance Rate. Charter schools' aggregate performance on that indicator is represented in the graph at below.



Source: MDE EducationYes! dabatase

FINANCIAL INFORMATION

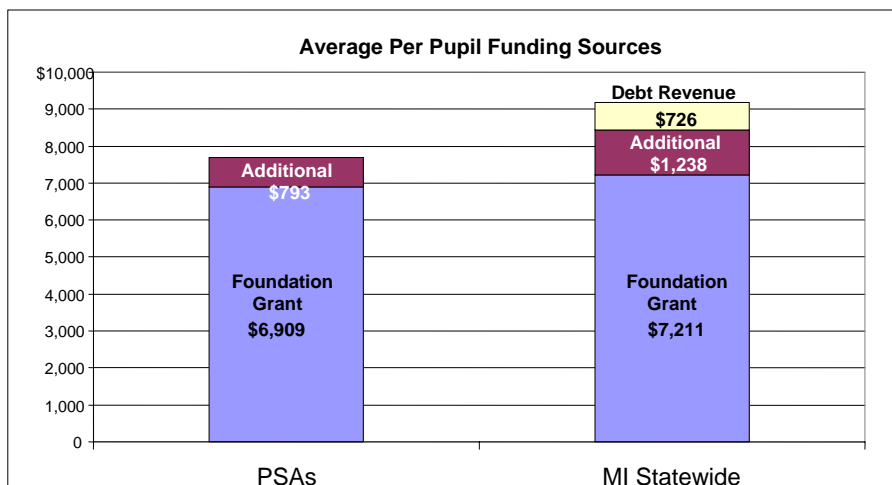
Tracking financial stability and financial investment in instruction of Public School Academies requires development of different measures from those used to assess traditional public schools, since the financial arrangements for PSAs are different in many ways:

- 1) Foundation grants to PSAs are capped; they receive an average of \$300 less in foundation grant funds per pupil than the districts in which they are located.
- 2) PSAs have no taxing authority to raise funds for capital investments, so must finance facilities from their operating funds.
- 3) Federal start-up funds are available through competitive grants.
- 4) Many PSAs offer fewer services than are available in most traditional school districts (transportation, hot meal service, nurses and counselors for instance) and vary widely in the co-curricular activities and athletic opportunities they offer.
- 5) PSAs chartered by local districts are, by state law, subject to the collective bargaining agreements in effect in their host districts. Others are not.
- 6) PSAs who employ their own staff are required to be in the MSPERS retirement system; those who hire an ESP to manage their staff are prohibited from doing so.

For these reasons, exact financial comparisons with traditional school districts are difficult. In the most general terms, MDE found that charter schools receive somewhat less funding, provide fewer services, and spend it on different expenses than non-charter public schools. For this report, MDE has identified three reporting measures -- Revenues, Fund Balance, and Expense Ratios -- each of which makes comparisons among Public School Academies, and (where appropriate) a comparison with traditional public schools as well.

Revenues

Both PSAs and traditional public schools receive foundation grants as well as additional "categorical" funds from local, state, and federal sources. Non-PSAs typically receive additional bond-financed capital funding, while PSAs finance their facilities from their foundation grants.

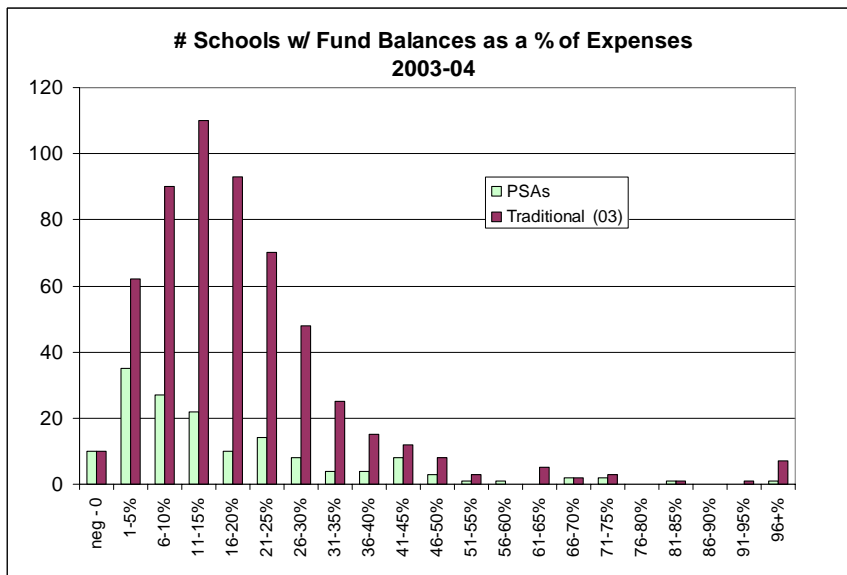


The chart at left illustrates relative averages. Appendix B compares revenue sources for individual urban PSAs to the host districts in which they are located.

Sources: MDE FY 2003 Foundation Grant webdoc; MDE Bulletin 1014 2003-04; MDE Foundation Parameters webdoc; MDE LEA Millage Rates 2003-4 webdoc; and taxable valuation database

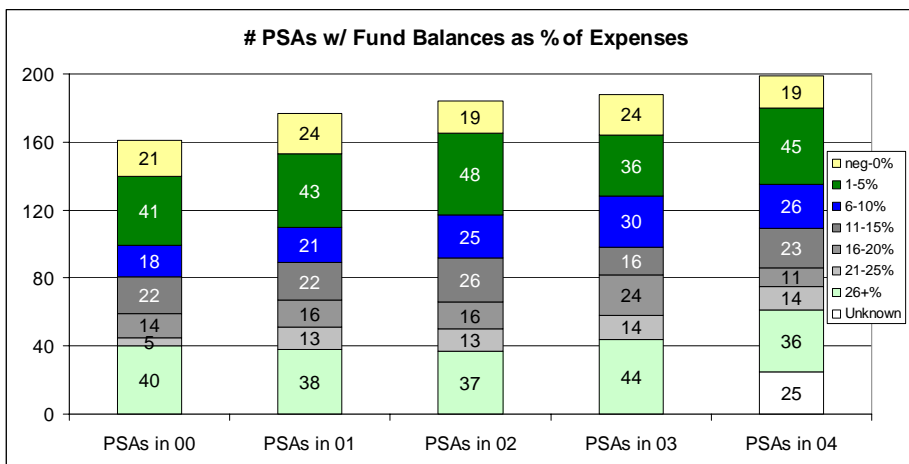
Fund Balances

Fund balance is a traditional measure of fiscal stability. Charter schools, in general, maintain lower fund balances from year to year than do traditional public schools. In

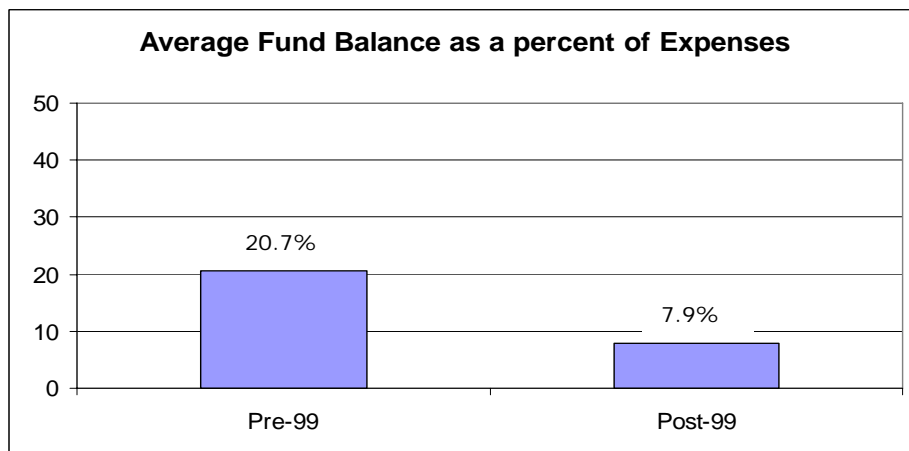


Source: MDE Bulletin 1014 2003-04

with the light columns that count Public School Academies in each range. Because there are fewer PSAs, their columns are shorter, but display the same kind of “bell curve” pattern as traditional schools. The PSA group, though, centers around 1-5% while traditional schools center around 11-15%.



The average PSA fund balances have increased modestly over the last four years, with more schools each year in the categories above 15% (shown at the bottom in the graph at left). By 2003, 42% of PSAs have fund balances above 15% of their expenses, compared to 36% in 2000.

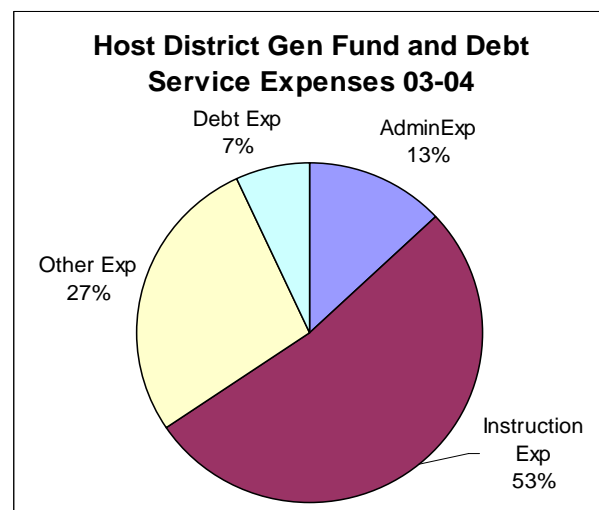
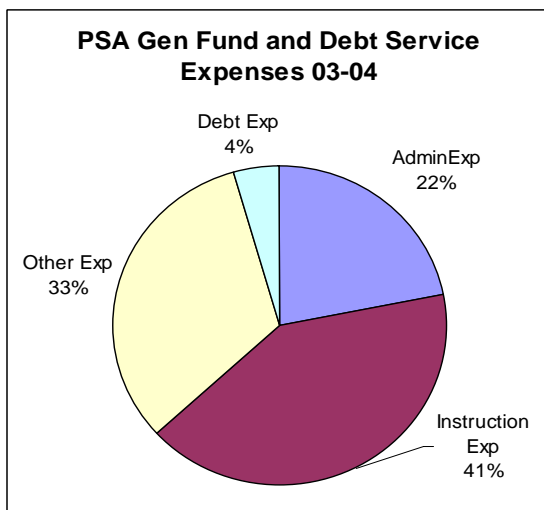
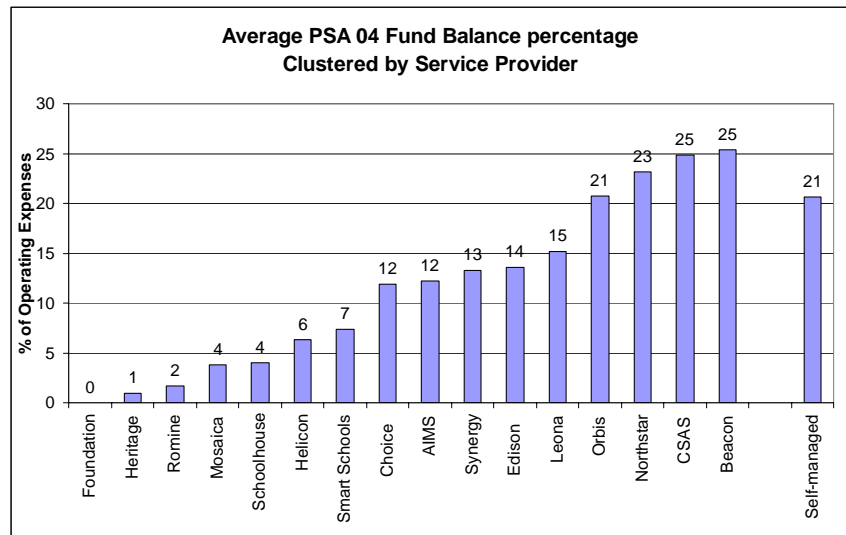


As individual charter schools mature, their fund balances, too, tend to increase. At left is a chart of the average fund balance of older PSAs, compared to newer PSAs.

As mentioned earlier, charter school boards and the service providers they hire differ in their handling of fund balances. The chart below aggregates fund balances from all schools managed by a particular ESP. (A given average may, of course, represent a wide range of schools' experience.)

Expense Ratios

Another traditional indicator for assessing school finance is to track the percentage of resource that a given school is able to devote to instruction, as opposed to administrative or support functions. Again, comparing charters to traditional public schools is difficult. Since many PSAs pay for their facilities out of their foundation grants, while many traditional schools finance facilities from long-term borrowing against tax revenues, facilities costs end up in different accounting categories. To accommodate that, the charts below combine both General Fund expenses (Fund Codes 1X as reported in CEPI's Financial Information Database) and Debt Service expenditures (Fund Code 3X), so that facilities costs are more likely to appear inside the "pie" in either case.



Still, because of differences such as transportation, hot lunch, athletics and co-curricular activities, these averages cover wide ranges of variation in both directions. Probably these charts can serve best as baselines against which an individual school's profile is compared, to allow the individual reader to ask for explanations about different rationales behind each school board's choices.

SUMMARY

Over the 12 years that ended in June 2004, 26 authorizers have established 199 public school academies. These schools have enrolled over 74,000 students across the state – about 4.5% of Michigan's students.

Approaches to teaching and learning vary widely among PSAs, as determined by individual PSA school boards, but as a group, PSAs roughly match academic achievement of the districts in which they are located. Both African American and economically disadvantaged PSA students – the two demographic subgroups whose populations are significant enough to compare – score lower than traditional non-charter schools on MEAP in elementary school and equal to or higher than traditional schools in middle school.

Financial arrangements differ greatly from traditional public schools: PSAs receive somewhat less funding, provide fewer services, and spend it in different proportions. They maintain lower fund balances and spend more on administrative and facility expenses and less on instruction than traditional public schools do.

Authorizers have established oversight systems to ensure that PSA boards comply with all applicable law, and MDE is piloting an "assurances and verification" system to ensure that authorizers are overseeing their schools adequately.

PUBLIC SCHOOL ACADEMY MISSION STATEMENTS

AUTHORIZER: Allegan County ISD:

Outlook Academy (SDA)

The mission of the Outlook Academy is to empower the students to reintegrate into their community's schools as competent learners and responsible citizens.

AUTHORIZER: Bay Mills Community College:

Arts & Technology Academy of Pontiac

The Arts & Technology Academy of Pontiac believes all children can learn and acquire essential skills needed to be successful throughout life. Our mission is to educate and motivate our students to achieve to their highest level academically and socially. The exclusive Paragon Curriculum taught at the Academy, incorporating best instructional practices, immerses students in the study of different cultures from an historical perspective, social sciences perspective, and arts perspective utilizing integrated, interdisciplinary instructional technology. Our purpose is to maintain a customer, data-driven, student-centered environment whereby students become productive citizens and everyone in the organization is a life long learner.

Bay County Public School Academy

To empower students to be inquisitive life-long learners and responsible decision-makers who are inspired by a stimulating curriculum and strengthened by a positive, nurturing atmosphere.

Bradford Academy

Bradford Academy prepares children academically, emotionally, physically, perceptually and socially to become caring, actively involved and productive citizens in a culturally diverse, rapidly changing and highly technological society. The Bradford Academy student will exhibit a desire for academic excellence, a passion for character development, a desire to serve others, and a love for life long learning. The school's core belief is that all children can learn, and that no child will be left behind. The school is obligated to place their education above all other interests, making certain that they have highly qualified teachers who are open to use proven methods and to try new initiatives. The school will provide a safe and secure environment in which learning and growing can occur, created through collaborative partnerships with our children, our parents, our teachers and staff, and our communities.

AUTHORIZER: Bay Mills Community College (continued):

Hamtramck Academy

Working in partnership with parents and community, the Hamtramck Charter Academy mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic program and instructional time so each student reads, computes and writes at or above grade level. We expect our students to master basic skills and realize their full academic potential in preparation for higher education and adulthood.

Jackson Arts & Technology Public School Academy

Jackson Arts & Technology Academy is founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child must be challenged to reach his or her full potential.

Keystone Academy

Working in partnership with parents and community, the Keystone Charter Academy mission is to become one of the finest K-8 schools in the country. We offer a challenging, character-based education through a rigorous curriculum with high academic and social expectations. Our school prioritizes the academic program and instructional time so each student reads, computes, and writes at or above grade level. We expect our students to master basic skills and realize their full academic potential in preparation for higher education and adulthood.

Mt. Clemens Montessori Academy

The mission of Mt. Clemens Montessori Academy is to develop students with a positive self-image who can apply critical thinking skills, communication skills, creativity, cooperation and respect for others to changing situations. The interdisciplinary environment of the Academy recognizes, develops, utilizes and challenges each student's unique potential by addressing academic, aesthetic, emotional, physical and social needs.

Ojibwe Charter School

The mission of the Ojibwe Charter School is to promote the highest level of student academic success in an environment centered on students, facilitated by teachers and supported by home and community.

Paramount Charter Academy

"The secret of success is keeping to your purpose," said Benjamin Disraeli, British statesman. These words summarize the philosophy of Paramount Charter Academy. Our purpose is realized in successfully providing all students a focused learning environment through challenging curricula, and incorporating character development and developing personal responsibility. This realization is most effectively accomplished in partnership with the home and the community. In keeping with our purpose, every daily action is geared toward this mission.

AUTHORIZER: Bay Mills Community College (continued):

Richfield Public School Academy

Richfield Public School Academy is committed to providing a safe, nurturing environment where our students develop positive self-esteem, leadership, multi-cultural awareness, community involvement, a love for life-long learning, and achieve academic excellence.

Vista Charter Academy

Working in partnership with parents and community, Vista Charter Academy will offer a challenging, character-based education to all enrolled students. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning. Students will achieve academic excellence, will demonstrate high moral character, will communicate effectively, and will relate well in a multi-cultural environment.

Bay-Arenac Community High School

To provide a positive community for students to participate in learning the skills necessary for attaining personally meaningful lives which are economically productive and socially responsible.

AUTHORIZER: Central Michigan University:

Academy of Detroit-West

The Academy of Detroit will work with parents and community agencies to provide educational and entrepreneurial concepts, which all children can learn and develop into healthy, responsible, and productive citizens in a global society.

Academy of Flint

The Academy of Flint will enhance the future by providing opportunity for all students to learn by engaging in educational and entrepreneurial activities.

Academy of Inkster

The Academy of Inkster, with combined efforts of parents, educators, and community will raise student achievement for every student by promoting a healthy learning environment with high and rigorous standards, with a special emphasis in the areas of vocational and entrepreneurial skills.

Academy of Lathrup Village

The staff and students of the Academy of Lathrup Village pledge to create a positive learning environment, which differentiates between student academic and social abilities, while working in cooperation with parents and community agencies.

AUTHORIZER: Central Michigan University (continued):

Academy of Oak Park

The Academy of Oak Park – Marlow will raise student achievement through the teaching of academics, entrepreneurial business principles, while providing a healthy learning environment with high and rigorous standards to assure productive participants in a global society.

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The Academy of Oak Park – Marlow will raise student achievement through the teaching of academics, entrepreneurial business principles, while providing a healthy learning environment with high and rigorous standards to assure productive participants in a global society.

Academy of Southfield

The Academy of Southfield with integrated efforts of parents, educators, and community will raise student achievement for every student by promoting a healthy learning environment with high and rigorous standards to assure productive participants in a global society.

Academy of Westland

The mission of the Academy of Westland family is to provide a safe environment where every student is expected to meet high academic standards, develop entrepreneurial skills, become productive citizens and lifelong learners.

AGBU Alex & Marie Manoogian School

The AGBU Alex and Marie Manoogian School will successfully educate all students in a safe, dignified and supportive setting, and in a unique partnership with the community will preserve the Armenian language and culture. We will prepare students to develop intellectually, morally and physically to become productive leaders in a global society.

AUTHORIZER: Central Michigan University (continued):

Canton Charter Academy

Canton Charter Academy will ensure that all students master basic academic skills and develop into moral, ethical adults. We will ensure that every student demonstrates the ability to think critically and is proficient in written and oral communication. We will ensure that students develop a sense of responsibility toward themselves and their community. Finally, CCA will ensure that students learn a good work ethic.

Capital Area Academy

To inspire each child to be a visionary where all tomorrows hold possibilities; to encourage each child to be an achiever setting goals; to challenge each child to be a life long learner impacting both today and tomorrow as productive citizens of the world.

Center Academy

Center Academy of Flint provides an environment rich in time, resources and experiences that enables all students to achieve academically, mature socially and contribute positively to society.

Central Academy

Central Academy's mission is to create academic excellence, positive character, an understanding of cultures, and compassion for others.

Charyl Stockwell Academy

The overall mission of the Charyl Stockwell Academy is to provide a safe and enriching place for young children to grow to adolescence, while providing those children with specific learning activities that will allow each of them to meet and exceed the minimum academic standards set by the state and federal government.

Cherry Hill School of Performing Arts

The mission of Cherry Hill School of Performing Arts, in cooperation with the community, is to provide all students with the essential skills needed for quality education in the 21st century with a focus on developing proficiency in the performing arts, technology, and business.

Cole Academy

The Cole Academy shall provide each student with developmentally appropriate academics, social, emotional and physical learning opportunities in small group settings thereby fostering each student's achievement of potential and success in school.

Colin Powell Academy

Colin Powell Academy, in partnership with parents and the community, will provide a safe, nurturing environment that promotes academic excellence, develops exemplary character and prepares students to compete globally as they become lifelong learners.

AUTHORIZER: Central Michigan University (continued):

Conner Creek Academy

The Conner Creek Academy Family strives to develop kind, caring, responsible, successful lifelong learners by providing effective opportunities to acquire an education focused on meaningful and creative academics using the tools of the 21st century.

Countryside Charter School

Countryside Charter School's mission is to provide a unique, high-quality, educational experience for all students. Utilizing FARE-based thematic curriculum and activities (Food, Agriculture, Renewable Resources, and the Environment), we will concentrate on the development of fundamental learning skills. With the support of family involvement, we will prepare students academically and socially to be productive individuals.

Cross Creek Charter Academy

Working in partnership with parents and community, Cross Creek Charter Academy will offer a challenging, character-based educational program. By providing a strong curriculum and an atmosphere of high expectations, students can master the basic skills and realize their full potential in order to prepare them for higher education and lifelong learning.

da Vinci Institute

The purpose of da Vinci is to prepare students to be well educated, self directed learners that are reasonable, responsible and respectful citizens in a global society.

Dearborn Academy

The Dearborn Academy is committed and dedicated to the belief that education is foundational to each individual's success in a free and democratic society. Our goal is to ensure that graduates of the school are capable of performing secondary level work and are equipped to contribute immediately and productively in the secondary school setting. Furthermore, The Dearborn Academy will strive to instill in each student a strong sense of personal achievement and self-esteem, an ability to communicate with the written and spoken word, a serious appreciation of the arts, a commitment to personal well-being, a sense of satisfaction from challenges met, and a desire to participate responsibly in the community.

Detroit School of Industrial Arts

The mission of the Detroit School of Industrial Arts is to encourage educators, family, community, and business partners to contribute to students' education utilizing academic skills, creativity, and technology through well-defined academic achievement goals and behavior expectations that will lead to life-long learning and/or continuing education.

AUTHORIZER: Central Michigan University (continued):

Eagle's Crest Charter Academy

The staff, parents and board members of Eagle Crest Charter Academy accept the responsibility to develop students of high moral character, who attain a mastery level of the basics, are superb communicators, and will have a solid foundation for life-long learning.

El-Hajj Malik El-Shabazz Academy

We at El-Hajj Malik El-Shabazz Public School Academy believe that our students are learners who can reach their full potential in a supportive and safe environment that is conducive to learning. We strive to provide our students with basic educational fundamentals while also celebrating their history, heritage, and culture. Our purpose is to reach all children and contribute to their development as respectful and productive citizens.

George Washington Carver Academy

George Washington Carver Academy, in partnership with families and the community, is committed to achieving excellence by providing well rounded, independent and academically competitive individuals.

Holly Academy

To achieve individual academic success through a positive family, school, and community partnership.

International Academy of Flint

The International Academy of Flint will: prepare each student for success in college; inspire a life-long love of learning; foster responsible citizenship

Island City Academy

The mission of Island City Academy is to improve pupil achievement through a shared vision between talented teachers, parents and students whose primary goal is academic excellence coupled with moral standards and expectations. We believe we can achieve this goal by providing the best curriculum in seven "core" subjects of: mathematics, science, history, geography, foreign language, language arts, fine arts, along with moral education accomplished through standards of conduct and curriculum.

Linden Charter Academy

Working in cooperation with families, staff, and the community, Linden Charter Academy offers a strong curriculum, focused on character education in a nurturing atmosphere of high, yet attainable, academic and moral expectations for our increasingly diverse student population. Students master basic skills while strengthening their moral foundation in preparation for life long learning.

Livingston Technical Academy

To provide students with a superior technical and academic education in a student centered environment that promotes character and values.

AUTHORIZER: Central Michigan University (continued):

Macomb Academy

The mission of Macomb Academy is to provide, in collaboration with community and business resources, a transitional educational program to prepare students for adult roles in the workplace and life.

Michigan Automotive Academy

K-8 Mission Statement: The mission of the Michigan Automotive Academy K-8 Campus is to provide a nurturing, structured environment, where all students will be empowered through a well-rounded education, emphasizing academic excellence, social skills and moral character. High School Mission Statement: The mission of the Michigan Automotive Academy High School is to provide a learning environment in which all students will be challenged to reach their potential as involved citizens and life-long learners and develop the academic, mechanical and life skills necessary to successfully compete in and contribute to the diverse global workplace with an emphasis on Automotive Technology.

Midland Academy of Advanced & Creative Studies

The Mission of The Midland Academy is to provide a values-driven, rigorous academic learning environment that challenges each student to reach his or her full academic potential. The Academy prepares each student for a future as a productive, well-rounded person who enhances his or her community, working from a personal foundation of traditional values, self-discipline, accountability, and responsible behavior.

Mid-Michigan Leadership Academy

In partnership with our families and community, Mid-Michigan Leadership Academy is dedicated to providing a dynamic and innovative curriculum in a nurturing environment, while developing responsible student leaders.

Morey Charter School

The Mission of The Morey Charter School is to empower and equip each student with a foundation in academic, technical and life skills necessary to become a productive, contributing member of society.

Nataki Talibah Schoolhouse of Detroit

The staff at Nataki Talibah Schoolhouse of Detroit aims to educate students academically, socially, emotionally, physically, and aesthetically to function as involved citizens in a global environment by fostering the intellectual curiosity of every student through the integration of cultural literacy and self-awareness in a traditional standards-based curriculum. In cooperation with parents and in partnership with the community and other educational institutions, NTSD is dedicated to providing challenging and meaningful learning that prepares students to be self-directed lifelong learners. It is our goal that students, parents and staff collectively are literate individuals, healthy and fit, responsible family members and productive workers.

AUTHORIZER: Central Michigan University (continued):

New Beginnings Academy

Students at New Beginnings Academy will be challenged to reach their greatest academic potential by teachers and parents working together to develop Individual Learning Plans, and by creating a community atmosphere.

New Branches School

New Branches School will create with parents an innovative and caring learning community which will enable all children to become independent thinkers, non-violent problem solvers and responsible citizens prepared to contribute in an interdependent world.

North Saginaw Charter Academy

Working in partnership with parents and the community, the NSCA will offer a challenging, character-based education. By ensuring a strong curriculum and an atmosphere of high expectations, students will master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Old Redford Academy

The mission of Old Redford Academy is to provide a learning environment that will develop children in reaching their maximum potential and to become productive members of a changing world. Through home and school collaboration, the Academy will educate all students providing them with stimulating and challenging experiences in a clean, safe and healthy environment.

Pansophia Academy

Pansophia Academy will educate every child entrusted to its care believing that each one is important to the whole, intelligent and talented, with unique skills, learning style, interests and personality. Pansophia Academy's job is to develop these individual gifts with high standards of academics, character and conduct.

Plymouth Educational Center

We the Plymouth Educational Center community will nurture, motivate, educate, and elevate all students by promoting academic excellence and responsible citizenship.

Renaissance Public School Academy

Renaissance Public School Academy will provide high quality, individualized education in a safe, orderly, and caring environment. All students will be taught utilizing their individual learning styles and will have an equitable opportunity to attain and utilize the knowledge, skills and attitudes necessary to prepare each to live in the ever-changing world and to contribute productively to society.

Riverside Academy

To create academic excellence, positive character, an understanding of cultures, and compassion for others.

AUTHORIZER: Central Michigan University (continued):

Sankofa Shule Academy

The mission of the Sankofa Shule is to educate and nurture each and every student in order to achieve their maximum potential and develop future world leaders.

South Arbor Charter Academy

The mission of South Arbor Academy is to educate all students to their highest academic and character development potential along with character formation in a supportive environment of high expectations and loving discipline.

Summit Academy

Our school community and facilitate quality educational opportunities in a safe learning environment, enabling each student to reach their maximum potential.

Summit Academy North

To nurture and inspire our school community and facilitate quality educational opportunities in a safe learning environment, enabling each student to reach their maximum potential.

Thomas-Gist Academy North

Thomas-Gist Academy, in collaboration with the Community believes and is committed to the philosophy that all students can learn regardless of socio-economic status, race or gender. In doing so we thrive by providing an environment where all students are emotionally sound, physically safe, and socially supported. For, we feel that these efforts will aid in providing the tools necessary to develop creativity, achieve academic excellence, and prepare them to succeed in a global-free enterprise economy.

Threshold Academy

The mission of Threshold Academy is the education and social development of children who will most benefit from a nurturing program based on the individual needs of the child.

Trillium Academy

Cultivating life-long learners by embracing each child's individuality and passions.

Walden Green Montessori

To Educate To The Human Potential.

West MI Academy of Environmental Science

Believing that all students can learn. West Michigan Academy of Environmental Science, in cooperation with parents and community members, is committed to providing a safe environment and utilizing a variety of teaching methods that will foster creativity, promote academic achievement, and develop sound character and citizenship principles, emphasizing responsibility to the environment and society, while maintaining and improving each child's self-esteem and self-concept. The wisdom of yesterday, the youth of today, knowledge for tomorrow, makes the promise of the future.

AUTHORIZER: Central Michigan University (continued):

West Village Academy

West Village Academy is committed and dedicated to the belief that education is foundational to each individual's success in a free and democratic society. Our goal is to ensure that graduates of the school are capable of performing secondary level work and are equipped to contribute immediately and productively in the secondary school setting. Furthermore, West Village Academy will strive to instill in each student a strong sense of personal achievement and self-esteem, an ability to communicate with the written and spoken word, a serious appreciation of the arts, a commitment to personal well-being, a sense of satisfaction from challenges met, and a desire to participate responsibly in the community.

Woodland Park Academy

To prepare students for lifetime pursuit of learning through an individualized process of education with an integrated fine art curriculum and high academic standards.

Woodward Academy

Woodward Academy understands that knowledge is power. Our goal is to provide students with a foundation for continuous learning, with a focus on reading first. Woodward Academy fosters creativity, cooperation and positive behavior. Our Academy is committed to scholastic development, by offering progressive teaching methods and by providing personalized education to develop and prepare students for the future.

AUTHORIZER: Cheboygan-Otsego-Presque Isle ESD:

Presque Isle Academy II

The mission of Presque Isle Academy is to provide innovative and responsive educational experiences through non-traditional programs that effectively meet the needs of at-risk students. The Academy will enhance educational opportunities for students by developing programs based on students' individual needs and circumstances.

AUTHORIZER: Detroit Public Schools:

Aisha Shule/Dubois Preparatory Academy

Aisha Shule/Dubois Preparatory Academy is dedicated to the on-going development of students in a nurturing, violence-free K-12 Afrikan-Centered learning community, where each student will be prepared for academic excellence, cultural integrity, creativity, entrepreneurship and social responsibility.

AUTHORIZER: Detroit Public Schools (continued):

Center for Literacy and Creativity

The Center for Literacy and Creativity, in partnership with parents and the community, will provide a nurturing environment for at-risk students that promotes the total development and welfare of the whole child within a framework of multi-age grouping, the disciplines of creative arts, literacy and innovative technology. The Center resolves to inspire each student to achieve at his/her optimal level to become literate leaders, entrepreneurs, life long learners and a catalyst for change in their individual communities and within a complex global society.

David Ellis Academy

The David Ellis Academy, in collaboration with the community, will successfully prepare students for the 21st Century in a safe and orderly environment which will teach academic, cultural, social, physical, organizational, conflict resolution and goal seeking skills. The staff will assist students in achieving their maximum potential, help students develop positive attitudes and high self-esteem, and enable students to become productive citizens within our community and society at large.

Martin Luther King, Jr. Education Center

The mission of the Martin Luther King, Jr. Education Center Academy is to provide each student with an accelerated technology based academic and aesthetic foundation that instills values of lifelong learning. The emphasis will be place on the whole child, educating him/her intellectually, socially, emotionally, physically, aesthetically and culturally.

Ross Hill Academy

The mission of the Ross Hill Academy is to provide each student with an excellent elementary learning experience that will enable the student to meet and progress upon the challenges of higher education, especially in the areas of math and science, function cooperatively in a social learning environment, and successfully contribute his/her own individuality as an asset to society. We accomplish our mission first and foremost by creating and maintaining a safe and family-oriented atmosphere conducive to learning.

Timbuktu Academy of Science and Technology

The mission of Timbuktu Academy of Science and Technology in cooperation with its community village is to foster high academic achievement among our children, particularly in the sciences and technology and to instill in them a sense of pride by reinforcing group identity and self-esteem through knowledge of African and African-American History and accomplishments.

Universal Academy

The mission of Universal Academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture, and history different from one's own. The academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the academy shall provide an education of the whole child by integrating the different aspects of

AUTHORIZER: Detroit Public Schools (continued):

children's learning and lives so as to make them more meaningful. The academy will prepare its students to be independent lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills. The academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self, by utilizing safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

AUTHORIZER: Eastern Michigan University:

Academy for Business & Technology

The Academy for Business & Technology, in cooperation with parents and the community, will provide all students with a safe environment for learning and the preparation for success in their adult lives by equipping them with the skills necessary to foster creativity, to develop a sound character, to achieve higher education, to obtain employment and to be fully productive citizens well into the 21st century.

Ann Arbor Learning Community

The academy offers students in small, multi-grade classes a strong core curriculum with drama and performing arts, outdoor education, and gardening experiences. The academy was founded with the purpose of improving pupil achievement; providing stimulating, innovative, teaching methods; creating professional development opportunities for teachers; achieving school accountability; and providing parents and students with a choice among public schools.

Commonwealth Community Development Academy

Math, science and computer literacy oriented with a focus on school-to-work.

Edison Oakland Public School Academy

Lighting the way to your child's bright future.

Gaudior Academy

The academy is a community of active learners made up of students, staff, and parents. Its mission to provide learning experiences in an atmosphere which nurtures and educates the whole child by addressing the multiple intelligences, instilling a love of learning, and fostering respect for themselves, their fellow citizens, their country, and their world.

Grand Blanc Academy

The academy's educational goal is to prepare students to be creative, intuitive and analytical thinkers with a solid understanding of the history of ideas. The content-rich Paragon Curriculum will prepare students to solve problems both individually and collaboratively, using critical thinking skills and cultivated through comparative, interdisciplinary study. Extensive access to computer technology as an authentic learning tool will enable the academy students to address unprecedented career challenges and global opportunities facing them in the 21st century. The academy's

AUTHORIZER: Eastern Michigan University (continued):

objectives include higher standardized test scores, steady improvement in the quality of performance-based assessments, improved student attendance, higher graduation rates, superior teacher training, as well as enhanced motivation, satisfaction and morale on the part of students, teachers, parents, and community members. The school day and academic calendar will be extended resulting in more than 4 additional years of instruction over the K - 12 sequence. Increased learning time allows for greater mastery of curriculum content and for increased exposure to engaging enrichment programs that develop the whole student. Students who are having difficulty keeping up with the classmates will be provided intensive tutorials after school to keep them on a "level playing field" with their peers. Multiple assessments also encourage students to learn in ways consistent with their individual learning styles which increase learning opportunities.

Great Lakes Academy

The mission of the academy is to provide an environment which promises and provides practical knowledge to become productive and responsible citizens in the 21st Century. The academy will prepare students to function in a complex, ever changing world by cultivating habits which promote a positive self concept. The result will be excellence in the basic core subjects areas, art, music, physical education and technology.

Hope Academy

The academy is emphasizing: academic excellence, building self-esteem, character building, leadership skills, traditional morals and values, small class size, a nurturing environment, responsible citizenship, entrepreneurship, and partnership with parents and community.

AUTHORIZER: Ferris State University:

Allen Academy

The Academy's program is designed to enhance the academic performance of educationally challenged students. Students are encouraged to become creative and diverse thinkers in a global society, to develop social and emotional skills, high morals, and values which lead to life-long learning. The Academy staff believes all children can learn and achieve academic success.

Conner Creek Academy East

The academy seeks to provide equitable opportunities for all students to acquire an education focused on linkages among rigorous academics, technology and careers to produce students who are prepared for success in the 21st century.

AUTHORIZER: Ferris State University (continued):

Creative Technologies Academy

The academy is utilizing twenty-first century technology concepts to provide quality educational opportunities in a rural setting with the specific purpose of enriching public school education. The academy offers a dual academic focus. First, it emphasizes the "Michigan Curriculum Framework," the core academic subjects enriched with a mentoring program developed by Ferris State University called Structured Learning Assistance Program. Second, they emphasize technical program which utilize computers in every classroom. There is a new computer for every two students and they have access to the Internet and a variety of educational software.

Francis Reh Public School Academy

The academy is providing a safe learning environment in a family setting of K-8 emphasizing reading improvement.

George Crockett Academy

The academy is committed to working together and nurturing students who believe in their own capabilities, are respectful of others, sensitive to community service, globally aware, and highly proficient in all academic areas. Students are taught to believe in the power of the law to solve problems of equal rights and justice.

Hope of Detroit Academy

Hope of Detroit Academy offers a diverse student body opportunities to achieve at the highest levels, to interact with others from varying backgrounds, and to learn to take responsibility for and pride in their own achievements. Students are expected to demonstrate discipline, respect, responsibility and quality academic achievement.

Huron Academy

I search, I discover, I create.

Joy Preparatory Academy

The goals of the academy are to provide each child with a sound, well-rounded academic foundation and quality public education opportunity, inspire student learning through an innovative curricular program, provide a broad-based parent training and skill development opportunities, create a strong sense of shared responsibility, boost maximum individual potentials, develop respect for diversity and increased sense of individual identity and integrate technology throughout the curriculum by utilizing state-of-the-art computer-based pedagogy.

Marshall Academy

As members of the Marshall Academy community, we pledge our best efforts to create and maintain a disciplined learning environment based upon traditional moral values, while assuring mastery of the classic fundamentals of learning and challenging our students to excel in their given talents. Marshall Academy uses as a foundation the pedagogy developed by Hillsdale College as a "Model for America," in use at hundreds of private, charter and traditional public school across the country. We also teach Latin and Classics.

AUTHORIZER: Ferris State University (continued):

New Bedford Academy

This academy will provide a meaningful learning and a need-fulfilling environment, empowering every student with the knowledge, skills and behaviors that will add quality to their life.

New City Academy

The academy offers a mix of academics and the arts, with students being exposed heavily to the performing and visual arts.

Northridge Academy

Northridge Academy focuses on the state of Michigan's Model Core Curriculum and Standards in major subject areas, with a special focus on the language arts. Language Arts is emphasized because the Academy believes it provides the basis for academic success in other core subjects. Direct instruction allows for the thematic application of the core curriculum, with subjects combined in a holistic fashion. Students also study computers, art, music, and physical education.

Pierre Toussaint Academy

Students thrive in the learning environment of the school, which uses the latest technology and an integrated curriculum to help children achieve. The academy also emphasizes working with each child as an individual. It operates on an extended-year schedule.

Voyageur Academy

The mission of the academy is to provide a Kindergarten through eighth grade educational setting that is founded upon essential human values of respect, discipline, responsibility, and community service.

AUTHORIZER: Grand Rapids Public Schools:

Grand Rapids Child Discovery Center

The mission of the Grand Rapids Child Discovery Center is to continuously expand the potential of each child within the diverse community of Grand Rapids, Michigan.

AUTHORIZER: Grand Valley State University:

Arbor Academy

The mission of Arbor Academy is to provide a high quality general program of fundamental education in language, mathematics, art, science, social studies, conduct, and health. The Academy will employ both traditional and newer curricular material chosen according to objectively demonstrated effectiveness. The Academy's education technology emphasizes continuous assessment of learning and liberal use of tutorial assistance.

AUTHORIZER: Grand Valley State University (continued):

The Academy employs a modified traditional grading system and all state required and state or federally recommended performance assessment methods. A basic component of the Academy's vision is an elaborate program for the specification of performance and its continuous assessment and communication.

Black River Public School

Our mission is to prepare each student for college and for life through a challenging curriculum that accommodates individual learning styles. We want to have our students discover responsibility for their own lives as well as empathy for all people and cultures. Through a deep respect for independent thinking, we strive to guide our students in their personal growth toward a genuine self-knowledge so that they can achieve their full human potential.

Chandler Woods Charter Academy

Working in partnership with parents and community, the Chandler Woods Charter Academy staff will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, all students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Crossroads Charter Academy

The staff at Crossroads Charter Academy, with the support of parents and board members, accepts the responsibility to develop a high moral character in all students. These students will receive a strong foundation in basic skills with an emphasis on honor, duty, and country that will produce responsible, productive citizens who are effective communicators and life-long learners.

Detroit Advantage Academy

The Detroit Advantage Academy mission is to prepare and empower students to become responsible and productive citizens and life-long learners, who positively impact the lives of others.

Detroit Merit Charter Academy

Working in partnership with parents and community, Merit Charter Academy will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Discovery Elementary

The mission of the Discovery Elementary School is to prepare our children to meet the challenges of their world.

AUTHORIZER: Grand Valley State University (continued):

Endeavor Charter Academy

Working in partnership with parents and community, the Endeavor Charter Academy will offer a challenging, character-based education. By providing a strong academic curriculum; a certified, qualified, and dedicated staff; regular and organized character education lessons; and an atmosphere of high expectations, all students can and will master basic skills and realize their full academic potential in preparation for higher education and life-long learning.

Excel Charter Academy

We --- the students, parents, and staff members of Excel Charter Academy - will work diligently to pursue our goals of high moral character and academic excellence.

Gateway Middle/High School

The mission of Gateway Middle/High School is to equip all of its students with the necessary skills and experiences which will empower them to be positive and productive citizens of a global community in the twenty-first century, while fostering an understanding of, and an appreciation for, the contributions of all people to our world.

Kalamazoo Advantage Academy

Kalamazoo Advantage Academy was founded on the simple convictions that, a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential. The overreaching goals of the academy are to:

- ★ Demonstrate the heights of academic achievement that can be attained when the advantages of charter school governance are coupled with ambitious new academic standards.
- ★ Offer area families rich new choices in public education.
- ★ Create new professional settings for teachers that permit them to succeed, free from debilitating work rules, financial constraints, and excel regulation.

Knapp Charter Academy

In partnership with home and community, Knapp Charter Academy will provide a safe, quality, effective learning environment incorporating a strong curriculum, character development, and high expectations that will foster responsible, life-long learners.

Lakeshore Public Academy

We believe that every child is born with a natural desire and ability to learn. Our mission is to nurture personal responsibility and provide an inspiring and challenging educational environment where teaching and learning can thrive.

The Learning Center Academy

The Learning Center Academy strives to equip all students to walk through their doors of opportunity by providing strong academic training and instilling integrity of character.

AUTHORIZER: Grand Valley State University (continued):

Metro Charter Academy

Working in partnership with parents and community, Metro Charter Academy will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Muskegon Technical Academy

At MTA, we believe certain skills are essential for success in school and life: 1) strong core academic skills, 2) appropriate & effective social skills, and 3) effective employability skills. As we focus on futures, not features, our primary goal is to guarantee that our students are career READY, no matter what career or line of work each may choose to pursue. We are very proud to be a "Career Pathways" school! To that end, the mission of MTA is..."Our students... career Ready!":

- Create a school culture that embraces learning, producing world-class graduates who are ready to embark upon tomorrow's challenges.
- Use the freedom of our unique charter to adopt innovative teacher methods while being fully accountable for student performance that reflects workplace standards and expectations.
- Partner with local businesses, industry, service providers and colleges to familiarize students with state-of-the-art technology and career related skills.
- Develop skills and talented students prepared to enter the job market to meet the growing demands of employers.

Oakland Academy

The mission of Oakland Academy is to provide a high quality general program of fundamental education in language, mathematics, art, science, social studies, conduct, and health. The Academy will employ both traditional and newer curricular material chosen according to objectively demonstrated effectiveness. The Academy's education technology emphasizes continuous assessment of learning and liberal use of tutorial assistance.

The Academy employs a modified traditional grading system and all state required and state or federally recommended performance assessment methods. A basic component of the Academy's vision is an elaborate program for the specification of performance and its continuous assessment and communication.

Paragon Charter Academy

Working in partnership with parents and community, Paragon Charter Academy will offer a challenging, character based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Timberland Charter Academy

Working in partnership with parents and community, the Timberland Charter Academy will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

AUTHORIZER: Grand Valley State University (continued):

Tri-Valley Academy of Arts and Academics

It is the mission of the Tri-Valley Academy of Arts & Academics to provide a positive school environment to ensure education for all students. A comprehensive curriculum integrating the arts and academics is offered. Exciting opportunities in the visual and performing arts encourage students to develop their creative potential. Students will leave the Tri-Valley Academy of Arts & Academics with essential skills to become visionary citizens in an ever-changing world.

Vanderbilt Charter Academy

The staff of Vanderbilt Academy, in partnership with parents, students and board members, accepts the responsibility to create a learning environment which enables students to realize their full potential in character and academics.

Vanguard Charter Academy

Working in partnership with parents and community, Vanguard Charter Academy will offer a challenging, character based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Walker Charter Academy

Working in partnership with parents and community, Walker Charter Academy will offer a challenging, character-based education. By providing a strong curriculum and an atmosphere of high expectations, students can master basic skills and realize full academic potential in preparation for higher education and life-long learning.

Warrendale Charter Academy

We, the entire staff of Warrendale Charter Academy, expect all students to learn and achieve academic excellence in an environment fostering respect and responsibility.

We will accomplish by:

1. Strongly upholding positive parent participation.
2. Engaging in scholarly activities that include all children.
3. Advocating teachers as learners and leaders through instructional leadership.

West Michigan Academy for Arts and Academics

It is the mission of the Academy to provide an outstanding education environment through the integration of the arts that encourages the success of each child academically and through creative expression.

William C. Abney Academy

William C. Abney Academy provides a rich teaching and learning environment that produces lifelong readers that utilize higher level thinking and creative problem solving methods, possess moral integrity, master practical life skills and have sense of social responsibility.

AUTHORIZER: Grand Valley State University (continued):

Windemere Park Charter Academy

Windemere Park Charter Academy in partnership with parents and community recognize that all students can learn. We envision a creative school with a curriculum dedicated to helping all students master essential and reach their full academic potential. In addition, this attitude of success will develop citizens of high moral character and promote life-long learning skills.

AUTHORIZER: Hillsdale ISD:

Sauk Trail Academy

The mission of the academy is to provide an educational choice that includes a comprehensive education emphasizing arts, literature, service learning, and individual academic programming using technology and creative, flexible teaching strategies.

Will Carleton Charter School Academy

The academy will serve the community as a charter school where parents can choose a traditional, character-based curriculum and educational atmosphere for their children. The school will have an orderly, disciplined environment, where all children are exposed to the wonder and joy of learning, where all children are expected to learn, and where all children and adults are expected to behave in a respectful and appropriate manner.

AUTHORIZER: Inkster Public Schools:

King Academy

The academy seeks to provide an academic environment conducive to learning-helping each child realize their full potential through individualized and innovative instructional methods. We will endeavor to stimulate each child's creativity by providing an atmosphere where students are free to experiment and try new things without fear of failure or criticism.

AUTHORIZER: Kellogg Community College:

Battle Creek Area Learning Center

The mission of the Calhoun Community High School is to provide a safe, healthy, supportive learning environment for the students who have not found success in traditional high schools. At CCHS all students are expected to work, independently and as a group, to reach their individual potentials and establish life goals as responsible citizens in a global community.

AUTHORIZER: Lake Superior State University:

Advanced Technology Academy

The mission of the Advanced Technology Academy (ATA) is to become the premiere technological high school in the state of Michigan. Serving students with diverse socio-economic backgrounds, the charter public school is designed to prepare students to become technologically literate citizens. Students develop the broad based, transferable skills necessary for communication, creative thinking and decision making, and the ability to apply these skills to the solution of technological problems.

Concord Academy-Antrim

This academy provides an inspiring and challenging educational environment conducive to critical and creative thinking by integrating a strong fine arts program into the traditional academic curriculum.

Concord Academy-Boyne

This academy is providing an inspiring and challenging educational environment conducive to critical and creative thinking by integrating a strong fine arts program into the traditional academic curriculum.

Concord Academy-Petoskey

This academy is providing an inspiring and challenging educational environment conducive to critical and creative thinking by integrating a strong fine arts program into the traditional academic curriculum.

Grand Traverse Academy

Learning will add quality to our lives. Each student will develop competence, caring and citizenship.

Ridge Park Charter Academy

The academy provides a rigorous academic curriculum, inspires a love of citizenship and self-achievement and builds a community that values scholarship, academic achievement and creativity. The mission is to ensure students master the academic basics and develop principle-centered lives, foster an ability to think, understand and communicate, imbue a deep sense of individual responsibility, and develop an appreciation for a good work ethic.

YMCA Service Learning Academy

Believing that all students have the right to a first class education, the staff of the YMCA Service Learning Academy is committed to provide an atmosphere conducive to propelling each student into their unique destinies via an individualized, comprehensive and holistic educational experience. Requiring that all staff maintain a level of excellence in their instruction, the students will be empowered to learn, to lead, and to lend themselves in the service of their community.

AUTHORIZER: Macomb ISD:**Arts Academy in the Woods**

The mission of the Arts Academy in the Woods is to provide equitable representation of Arts Education in Michigan. In the developing global environment, the interactions of academic disciplines with society are increasingly important to participating in world culture and economy. The integrated arts and arts technology program offered by Arts Academy in the Woods will prepare students to enter institutions of higher learning and help to define career goals as well as introduce them to global experience through international cooperative and exchange programs.

AUTHORIZER: Manistee ISD:**Casman Alternative Academy**

The academy offers "hands-on" learning to students and offers block scheduling to apply academic skills through community service activities throughout the county. Students at the junior and senior level are allowed to mentor at various resource sites during the afternoons.

Shoreline Academy of Business & Trades

The Career Tech Center will provide opportunities which encourage people to explore careers and develop technical skills, knowledge and activities required to attain and enhance employment, continuing education, and a fuller life.

AUTHORIZER: Midland ESA:**Windover High School**

Provides academic training and an entrepreneurial focus in an environment where all students are emotionally safe and socially-supported, activities are integrated, and learners participate as members of a group.

AUTHORIZER: Northern Michigan University:**Bahweting Anishnabe Public School Academy**

Native American (Ojibway) cultured education; integrated into core curriculum; thematic instruction.

Burton Glen Charter Academy

The academy provides a rigorous academic curriculum, inspires a love of citizenship and self-achievement and builds a community that values scholarship, academic achievement and creativity. The mission is to ensure students master the academic basics and develop principle-centered lives, foster and ability to think, understand and communicate, imbue a deep sense of individual responsibility, and develop an appreciation for a good work ethic.

AUTHORIZER: Northern Michigan University (continued):

Nah Tah Wahsh Public School Academy

The Nah Tah Wahsh Public School Academy's educational mission is to promote lifelong learning which encourages the physical, mental, emotional, and spiritual development of each individual, family member, and the community as a whole.

North Star Academy

Expanding every learner's powers to shape our changing world.

Walton Charter Academy

The academy provides a rigorous academic curriculum inspires a love of citizenship and self-achievement and builds a community that values scholarship, academic achievement and creativity. The mission is to ensure students master the academic basics and develop principle-centered lives, foster an ability to think, understand and communicate, imbue a deep sense of individual responsibility, and develop an appreciation for a good work ethic.

AUTHORIZER: Oakland University:

Academy of Michigan

The Academy of Michigan Charter School is charged with the responsibility of preparing its students to achieve academically, perform vocationally and behave responsibly now and throughout their lives.

Detroit Academy of Arts & Sciences

The mission of the Detroit Academy of Arts and Sciences is to provide all metropolitan Detroit area students, regardless of economic or social circumstances with an education, which is rooted in democratic values and academic excellence, and which prepares students to become productive citizens for the 21st century.

Dove Academy of Detroit

The mission of the academy is to educate all students so they can effectively, efficiently, and successfully communicate (read, write, speak, listen, view, and represent) and solve complex mathematical challenges. Other content subjects such as science and social sciences are taught through the reading and math curriculum and its focus on the mastery of informational reading and problem-solving.

Edison Public School Academy

The academy is fostering in every student an appreciation of the arts and an abiding commitment to personal fitness, a deep rooted understanding of right and wrong, a sense of satisfaction stemming from tough challenges and a desire to participate responsibly in a free and democratic society. The mission is being obtained by providing an academic program that incorporates the whole child. We are involving parents, communities and a staff that is committed to serving and providing a world-class education for tomorrow's leaders.

AUTHORIZER: Oakland University (continued):

Nsoroma Institute

The Nsoroma Institute is an African-Centered Institution. We are guided by a philosophy which seeks to develop within our children insight into their individual gifts, talents, and mission, connect our children with the rich and diverse historical and cultural legacies of African peoples, and seek to restore a world view which reflects understanding of the interdependence of humans, plants, animals, and the air, water, soil and natural elements which create the delicate balance which sustains life on our planet.

Star International Academy

The mission of the academy is to provide its students with quality education that focuses on the Michigan core curriculum and international cultures, including the study of a language, culture and history different from ones own. The academy shall provide an education that will enable the various ethnic traditions, values, and experiences of students to enrich and nurture one another. Moreover, the academy shall provide an education of the whole child by integrating the different aspects of children's learning and lives so as to make them more meaningful. The academy will prepare its students to be independent lifelong learners and productive working members of a global society through acquired diverse knowledge, experiences and skills. The academy shall provide an environment that encourages students to become upright responsible decision-makers, reflective of equity, respect and understanding, maximizing each individual's intellectual, physical, psychological and moral self by utilizing a unique safe and orderly environment that is conducive to learning to meet the challenges of this ever-changing world.

Weston Technical Academy

The mission of the academy is to prepare students for entry level employment as technicians in employment areas that lead to high paying jobs in manufacturing and information technology industries, and matriculation into community college technical and/or industry supported high school training programs or apprenticeships.

AUTHORIZER: Saginaw ISD:

Academy for Technology & Enterprise

Broad-based, skills-clustered instructional system designed to prepare students for employment in the manufacturing, engineering, construction, marketing, visual imaging, health/medical and automotive skill areas; integrates work-based and school-based learning; educational program contracted to the School District of the City of Saginaw.

Saginaw County Transition Academy

This academy provides group activities and vocational experience for severe youth offenders. This provides them with the opportunity to work for a living.

AUTHORIZER: Saginaw Valley State University:

Cesar Chavez Academy

César Chávez Academy, in cooperation with parents and the community, will provide for the unique needs of our students through innovative experiences in a fully inclusive, safe and nurturing environment.

Chandler Park Academy

The mission of Chandler Park Academy is to deliver academic excellence, character development, and leadership for the urban child who would benefit from a culturally and academically enriched K-8 college preparatory education.

Chatfield School

The Chatfield School is dedicated to building a partnership between parents and school staff to assure each child the best educational environment, the best teaching practices, and the highest expectations for mastering skills and acquiring the knowledge to be successful in today's world. Partners in the Chatfield School believe that children learn best and that all children can be successful in a community of caring, support, and encouragement.

Creative Learning Academy

The Creative Learning Academy of Science, Mathematics, and Humanities will develop competent moral citizens and leaders in the United States by focusing the entire school environment around our student's intellectual, moral and personal achievement. We aim to provide a supportive learning environment through a caring staff that is respectful of all students and that works in partnership with parents and families.

Detroit Community High School

In order to find, claim, and create their work in the 21st century, young people must be educated for self-directed initiative; they must demonstrate compassion and empathy for others; and they must become highly flexible in their thinking. The educational mission of Detroit Community High School is to lead students to develop these crucial skills and capacities so that they will be able to find their place and purpose in life.

Grattan Academy

The mission of Grattan Academy is to empower all children with the academic knowledge and skills required for success as students, workers, and citizens through an educational program focused on high academic standards, achievement-based promotion, exemplary citizenship, and tough accountability standards. The Michigan Core Curriculum Standards will serve as the minimum standards for program assessment.

Heart Academy

The mission of HEART Academy is to provide high school students with a focused preparation and a transition into future healthcare careers.

AUTHORIZER: Saginaw Valley State University (continued):

Landmark Academy

Landmark Academy, recognizing the unique giftedness of the individual student, will work in cooperation with the parents and the community to provide a nurturing and challenging environment that encourages academic excellence, character development, and a love for lifelong learning.

Merritt Academy

Students of Merritt Academy will achieve academic excellence, character development, a love for life-long learning, and provide service to others.

Michigan Health Academy

The mission of Michigan Health Academy, a charter school, exists to provide students with an excellent high school education in a health care context. A Michigan Health Academy education seeks to integrate the intellectual, experiential, and social development of students, while facilitating their job readiness for a health care career.

Northwest Academy

Northwest Academy will strive to provide a nurturing and respectful environment where young men and women prepare for leadership and responsible citizenship through participation in an academically stimulating program.

Oakland International Academy

Oakland International Academy will provide all students with a quality education through a variety of learning opportunities that incorporate international studies and informational technology. All students will become high-performing, culturally sensitive, life-long learners so that they can be contributing citizens of an ever-changing global community.

Pontiac Academy for Excellence

Pontiac Academy for Excellence (PAE) strives to develop, educate, and provide learning that ensures increased student achievement for all youth. Ultimately, PAE strives to produce students who are prepared for success in the 21st century.

Saginaw Preparatory Academy

The mission of Saginaw Preparatory Academy is to prepare students for academic and performance excellence and responsible citizenship.

Sunrise Education Center

The mission of Sunrise Education Center is to provide an educational environment in which all children are presented the opportunity to learn and experience the reality of developing academically, socially, emotionally and physically to create authentic learners that are able to correspond to the tasks in the home and workplace of today and tomorrow.

AUTHORIZER: Saginaw Valley State University (continued):

Traverse Bay Community School

Our mission is to help students progressively improve their ability to understand and respond well to others and the world around them. We encourage this by developing, refining, and maintaining a learning environment where students and teachers:

- develop their personal talents and interests;
- mature in their understanding of, and participation in, service to community and democratic processes; and
- acquire the skills and wisdom of the past and present (math, science, history, English, music, art, etc.) to enrich their ability to respond well to life's opportunities and challenges.

White Pine Academy

White Pine Academy will prepare students for the global 21st century by promoting excellence in academics and healthy character growth and development.

Marvin L. Winans Academy Of Performing Arts

The mission of the Marvin L. Winans Academy of Performing Arts is to prepare students for academic and performance excellence and responsible citizenship.

AUTHORIZER: Washtenaw Community College:

Washtenaw Technical Middle College

Washtenaw Technical Middle College is a "non-traditional" secondary school that uses a combination of high school and college classes to help students reach their goal of being employable in a technical field at or shortly after graduation.

AUTHORIZER: Washtenaw ISD:

Honey Creek Community School

This academy uses a multi-age, continuous progress, non graded integrated theme and project-based curriculum which draws on experiences at home, in the school and in the community; encourages parent and community participation.

AUTHORIZER: Wayne RESA:

Casa Richard Academy

Help youth develop the knowledge and skills they need to return to traditional schools.

Charlotte Forten Academy

The academy, in cooperation with Boysville of Michigan and the community, is providing a safe environment based on a framework of positive values promoting academic and behavioral growth so that all students will achieve their maximum potential as self-reliant, contributing adult members of a diverse society.

AUTHORIZER: Wayne RESA (continued):

Creative Montessori Academy

To create a strong, constantly evolving, mutually supportive partnership with parents and families for the purpose of maximizing every child's academic and personal growth. To provide a developmentally appropriate, child-centered environment for children which: moves from concrete experiences and cognitive achievement to abstract concepts; fosters inner discipline, self-confidence, independence and respect for the ability levels of all; encourages imagination and joy in learning; employs multi-age activities, with teachers serving as the "guides" for the learning experience. To provide opportunities for every child to experience success and reach their maximum potential in intellectual, social and physical achievement. To encourage respect for, and understanding of, cultural, racial, spiritual and economic diversity. To offer a quality Montessori program as an educational alternative in the southern Wayne County region.

Henry Ford Academy

The academy presents an exciting opportunity for teaching and learning. It is a partnership effort of two world-class organizations, Henry Ford Museum & Greenfield Village and the Ford Motor Company. Students will learn in facilities that range from Thomas Edison's Laboratory to the high-tech workplaces of Ford Motor Company. The academically rigorous curriculum focuses on mathematics, science, and humanities that will prepare students to meet the demands of university admission or entry into skilled trade apprenticeships.

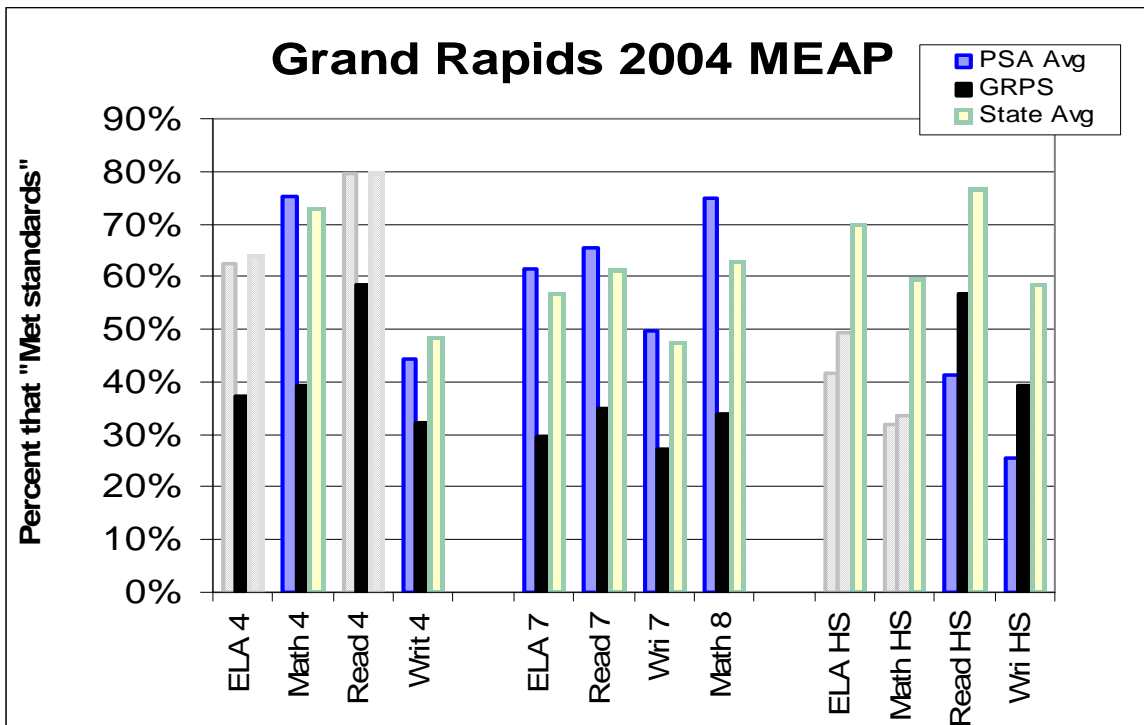
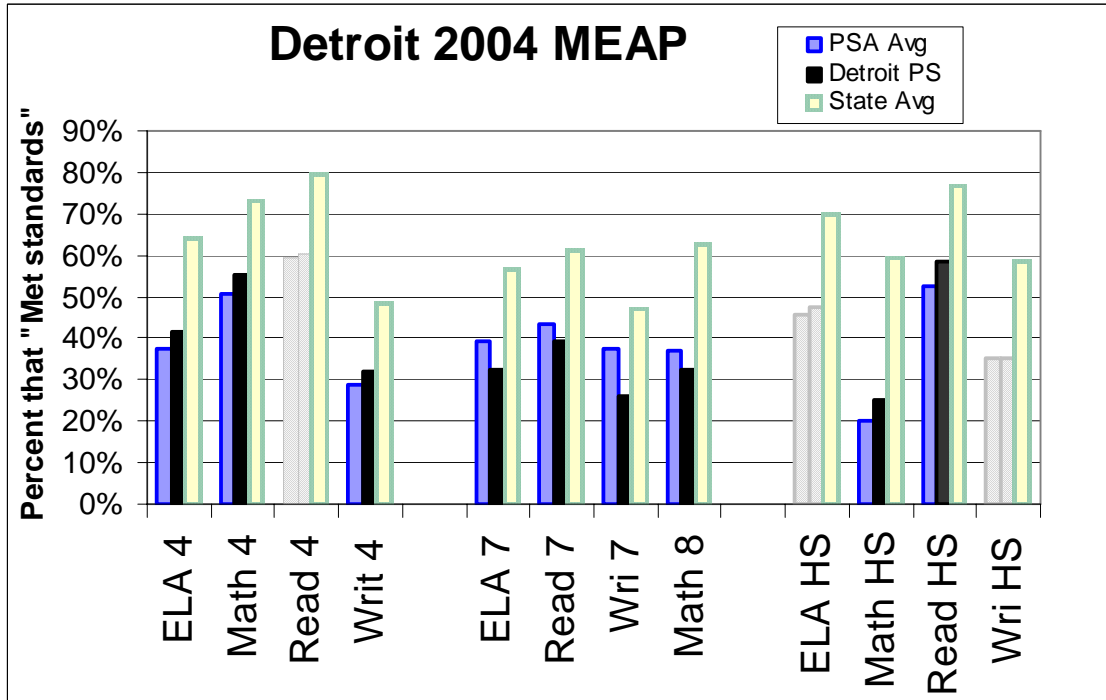
AUTHORIZER: Wyoming Public Schools:

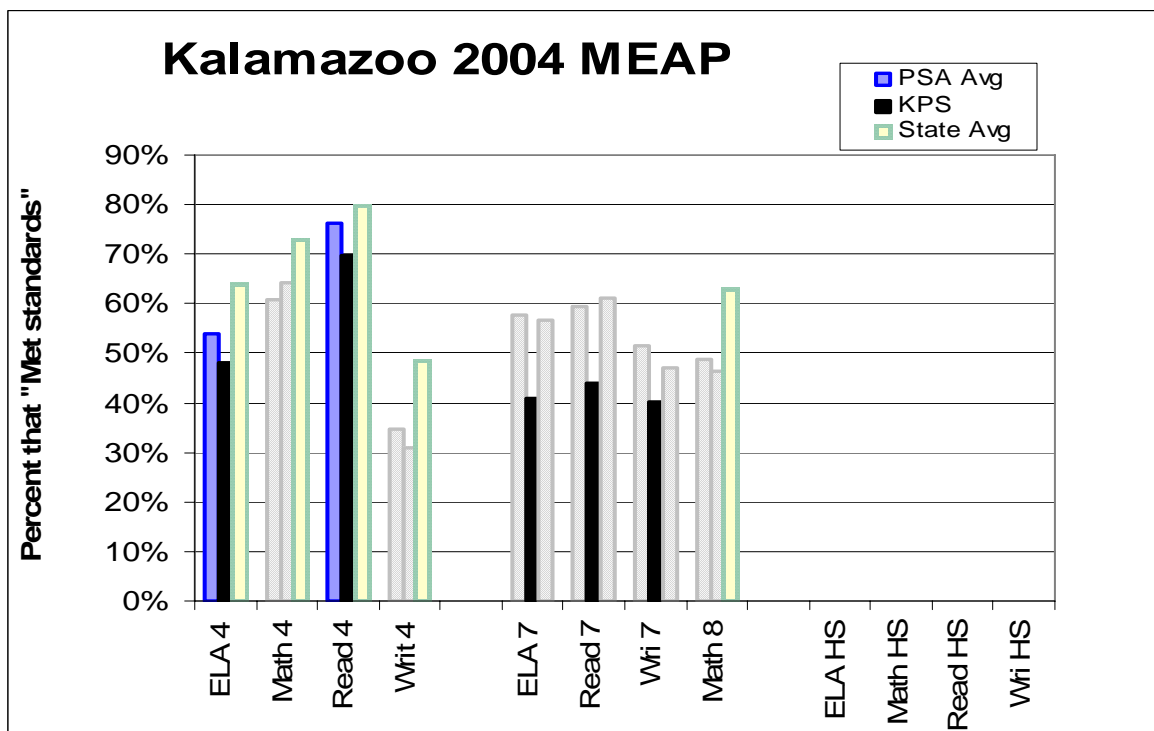
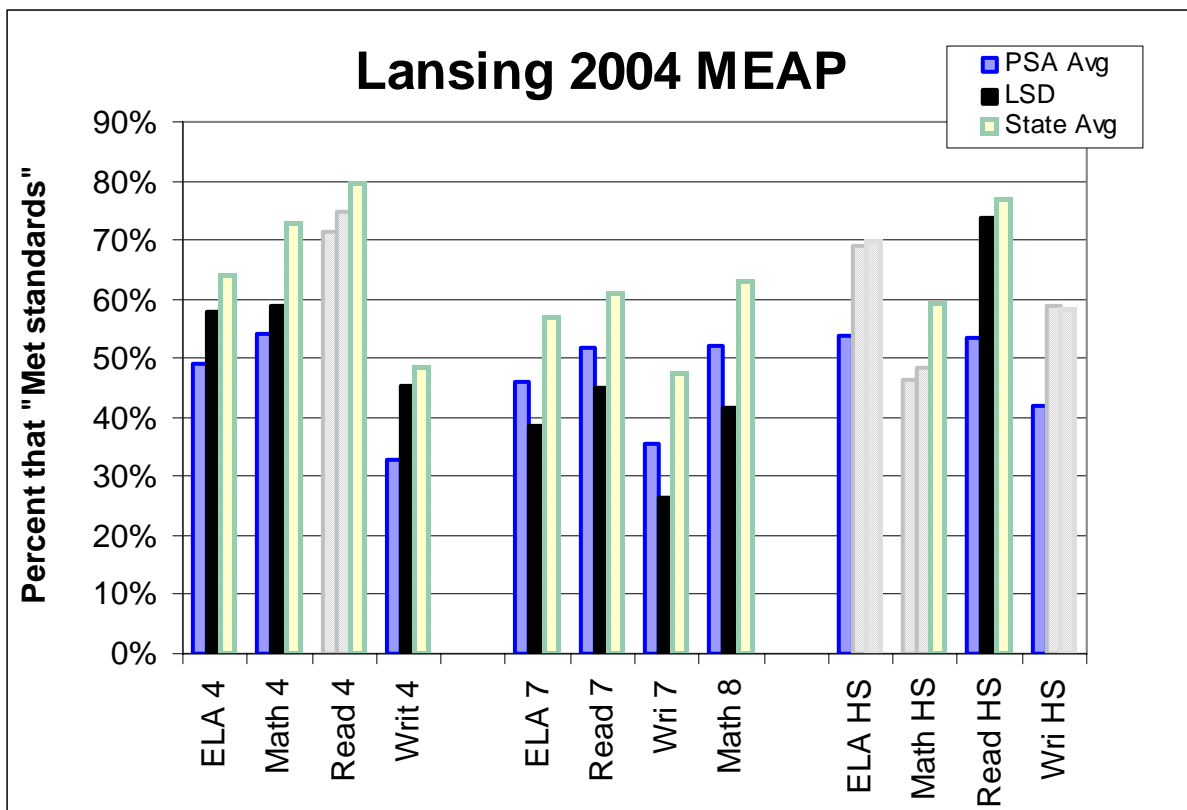
Horizons Community High School

Horizons is a North Central Association accredited secondary school offering a high school diploma to students who meet graduation requirements. Students share with staff the responsibility for governing their school. Instructional strategies include ungraded, multi-age grouping, individualized math/science and English programs, interdisciplinary classes, team teaching and experiential hands-on learning.

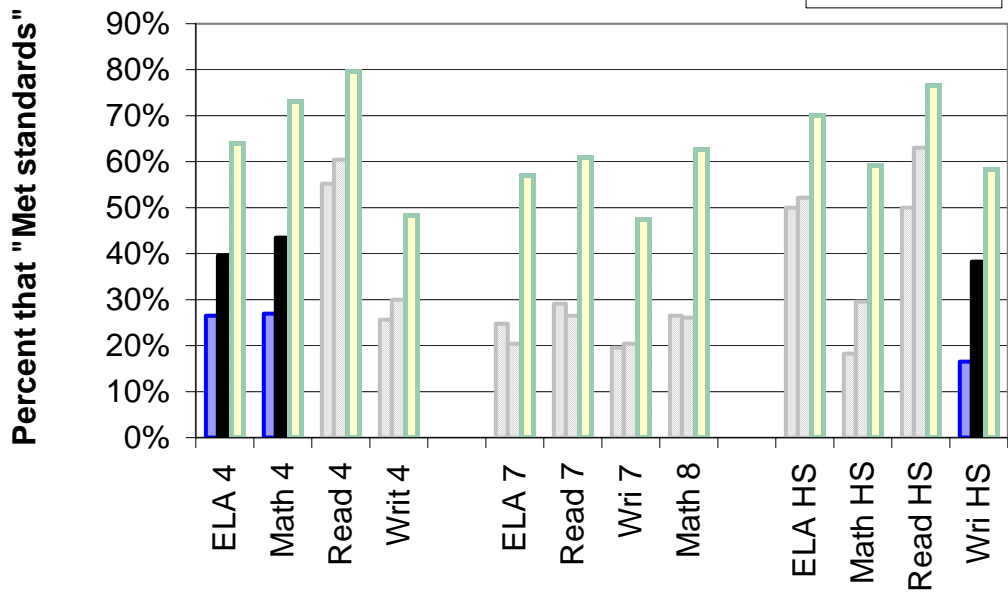
COMPARISON OF PSA TO HOST DISTRICT MEAP RESULTS

Each of the graphs below shows students that met state standards displayed as a percentage of total students that took the 2004 MEAP. Bars that are diagonally cross-hatched are comparisons too close to be significant. This happens mostly where PSA sample sizes are small, so confidence intervals are larger.

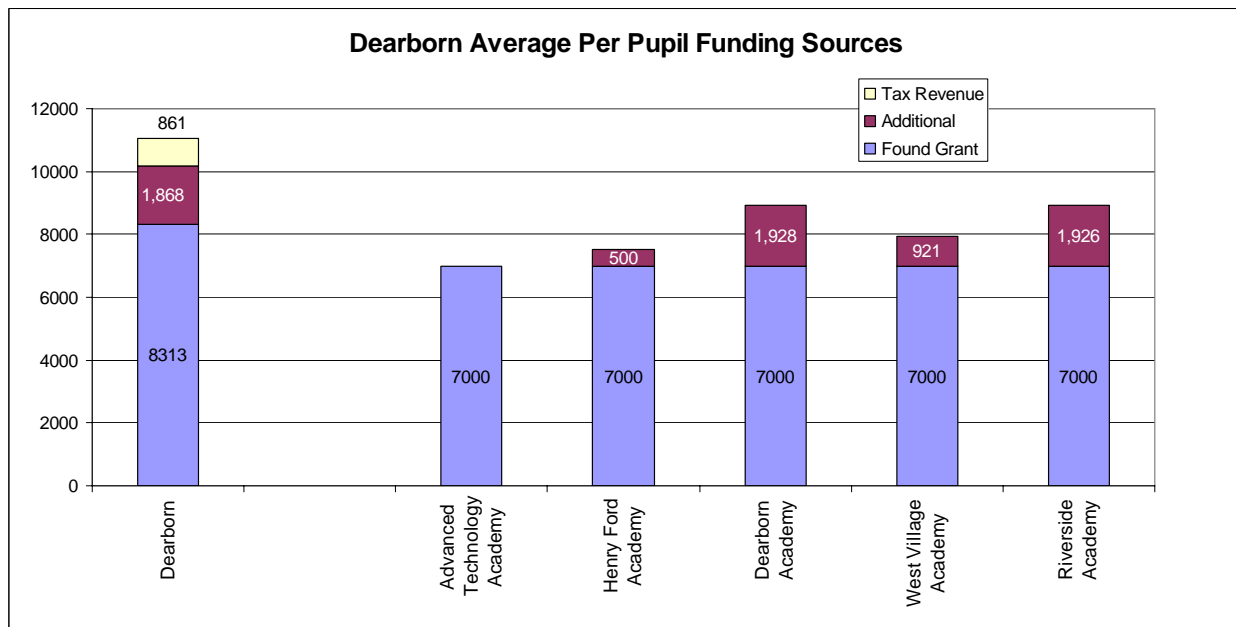
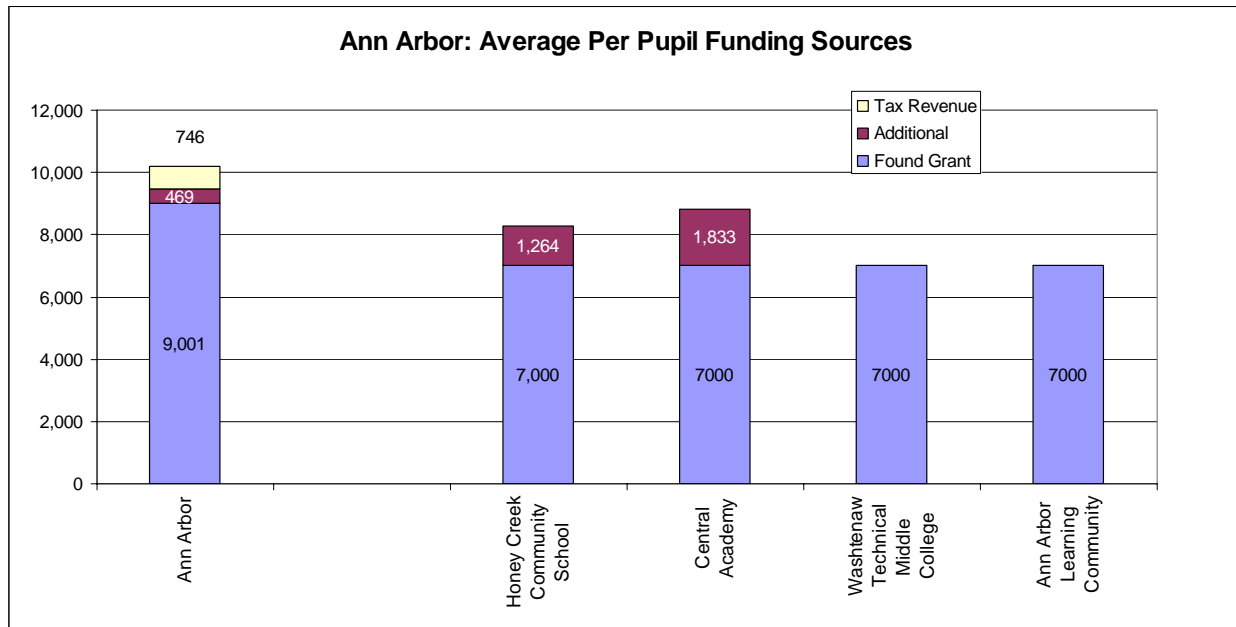


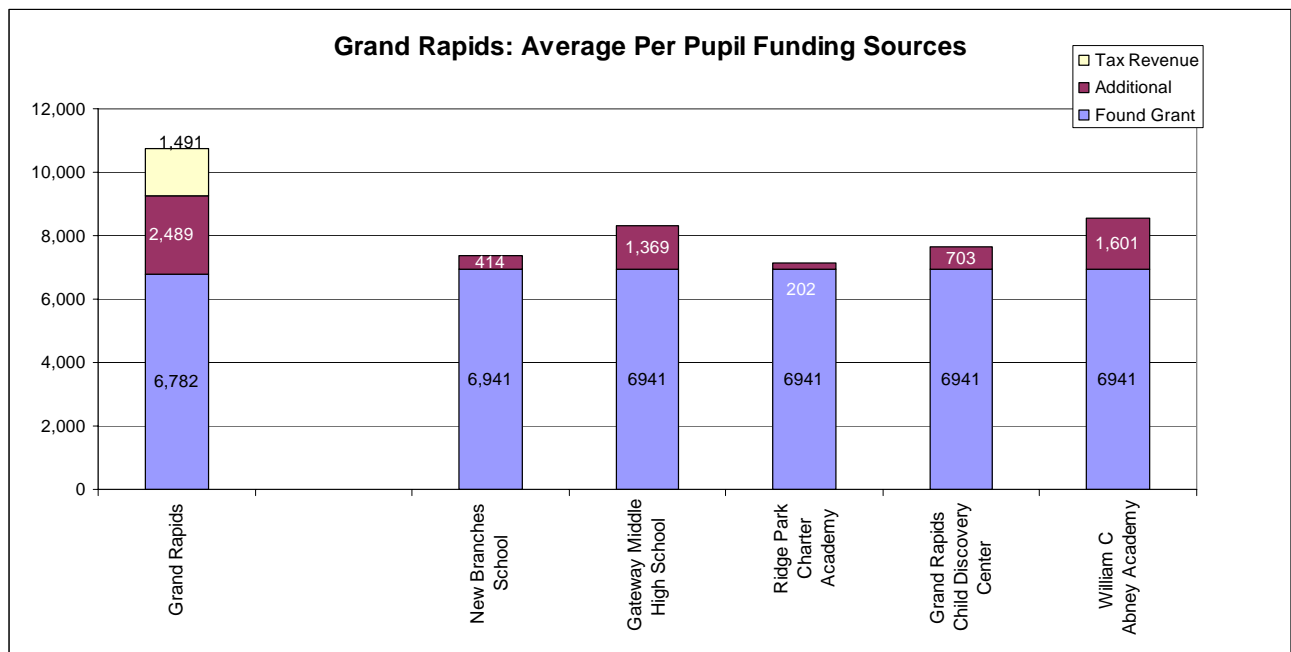
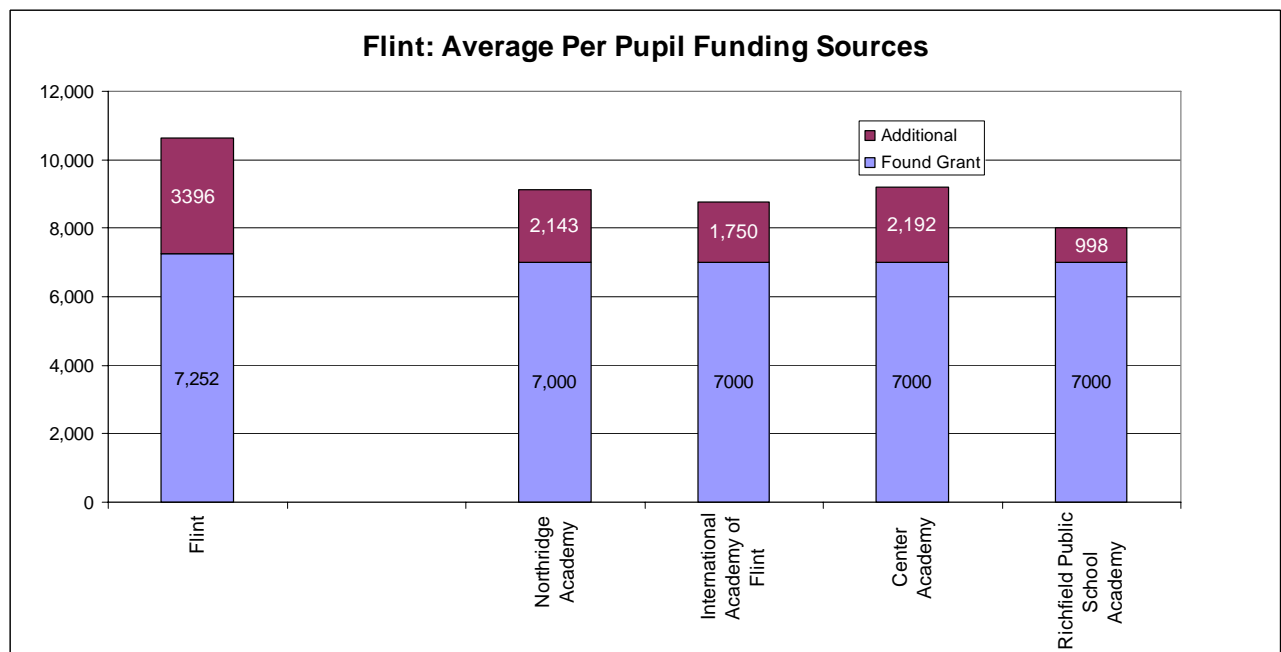


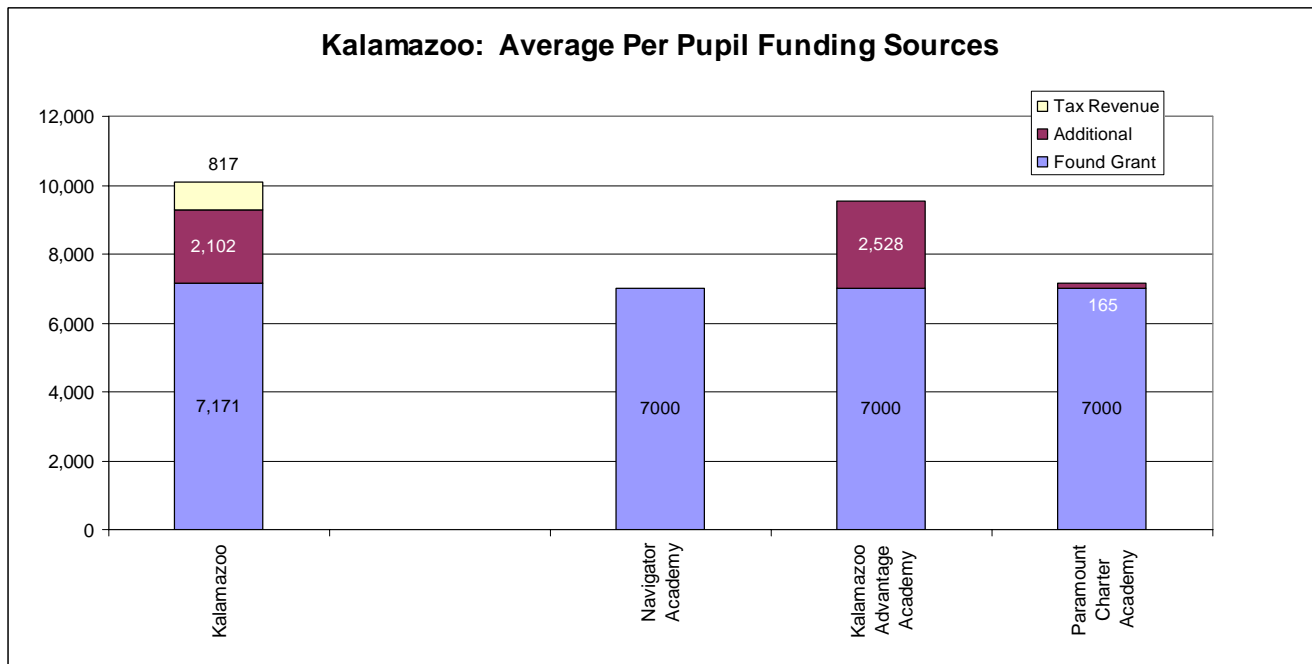
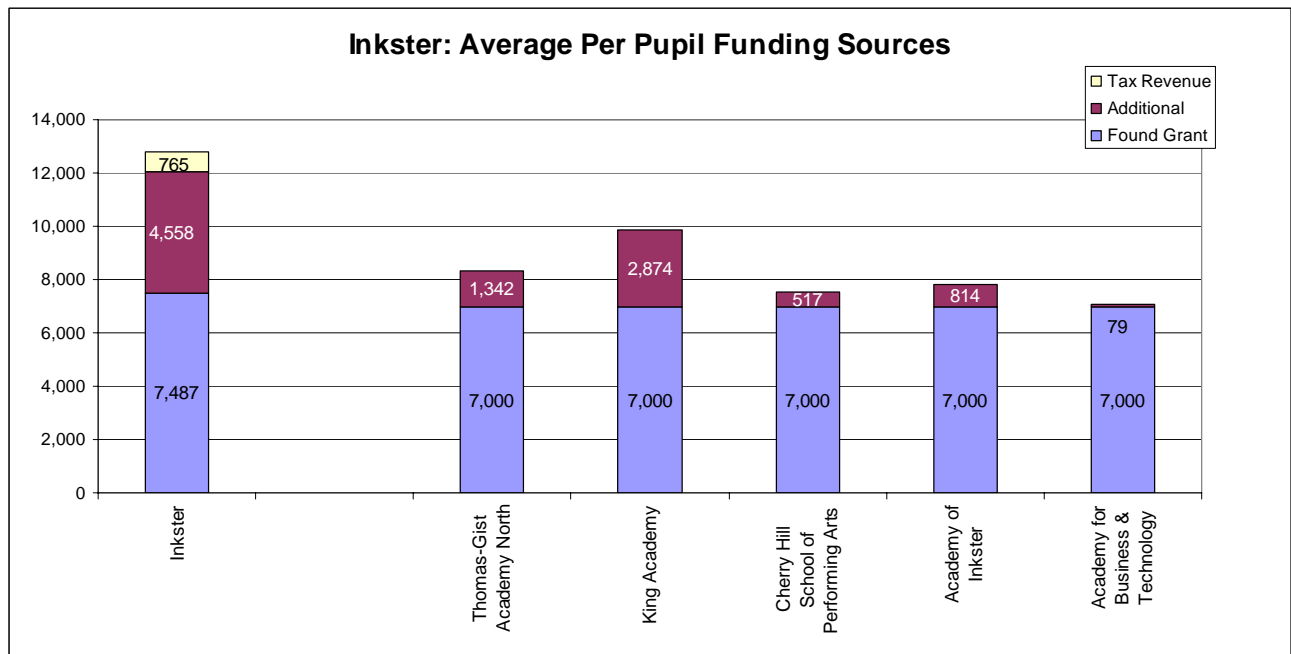
Flint 2004 MEAP

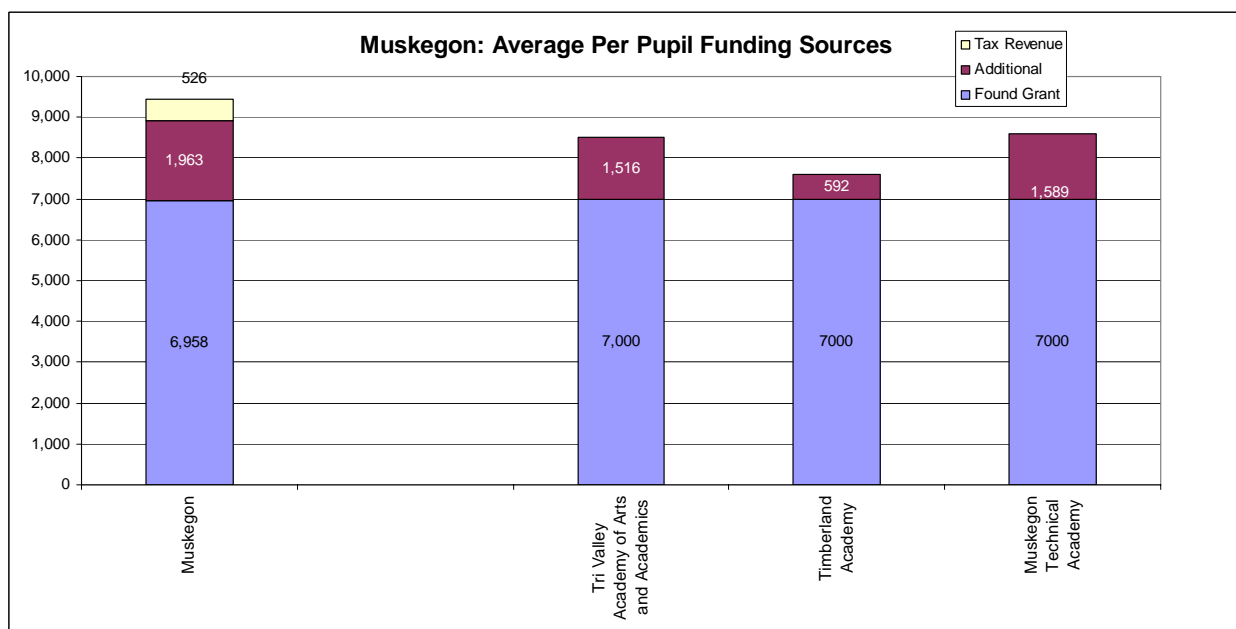
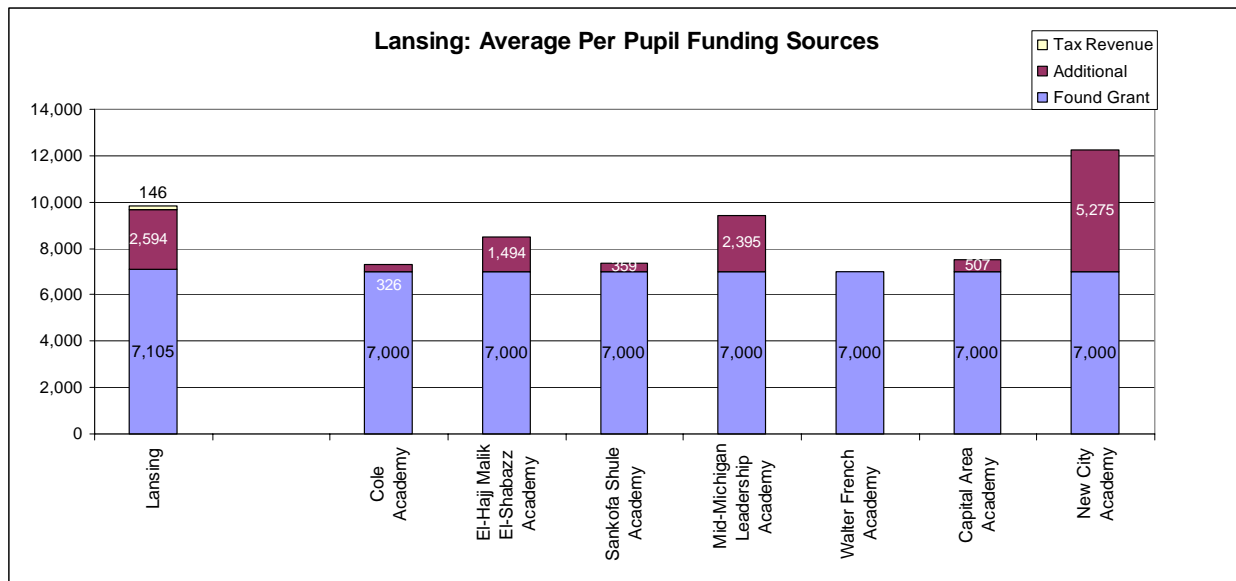


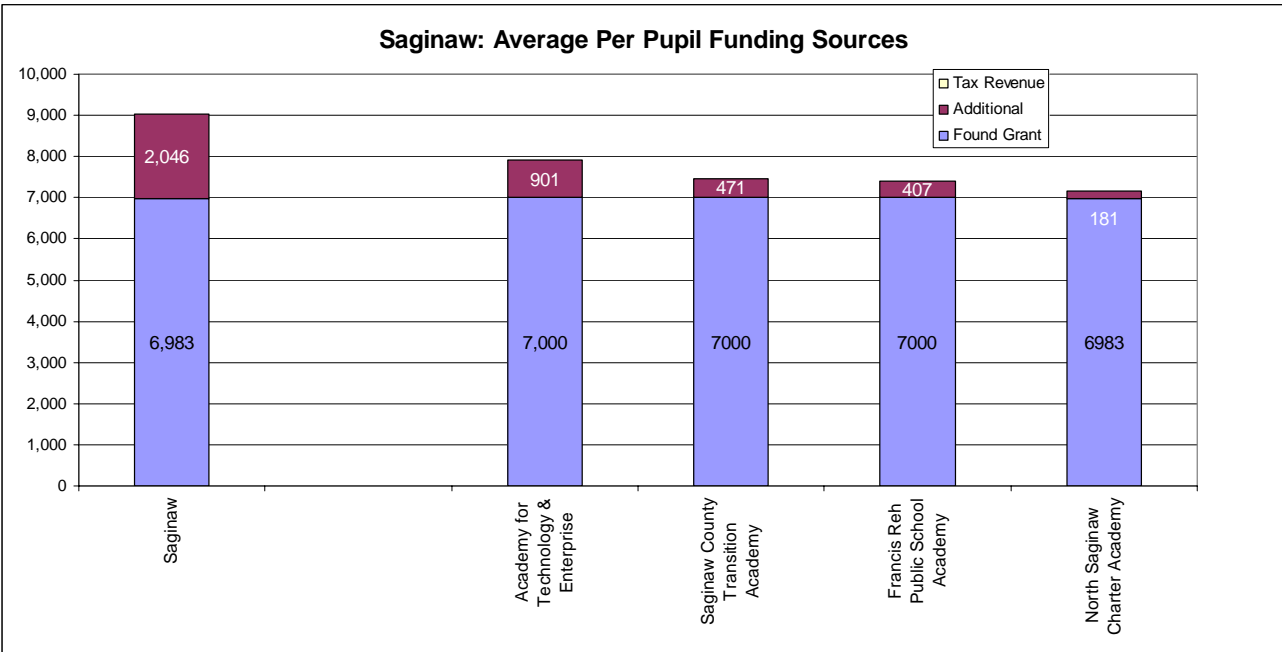
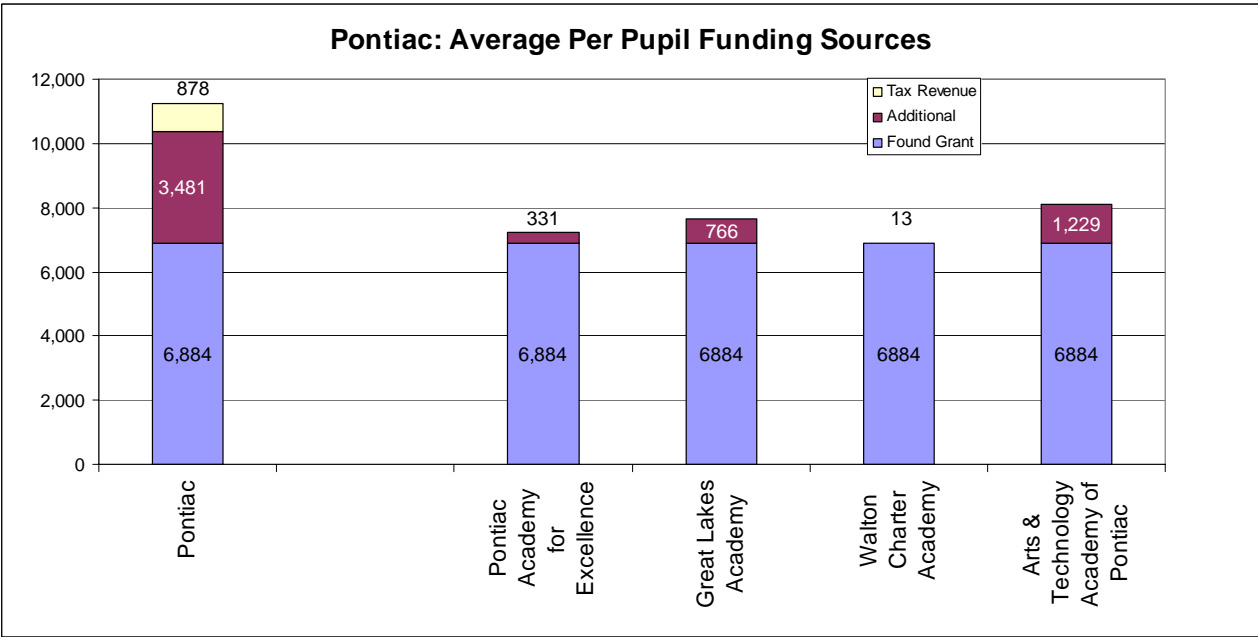
COMPARISON OF PSA TO HOST DISTRICT REVENUE SOURCES

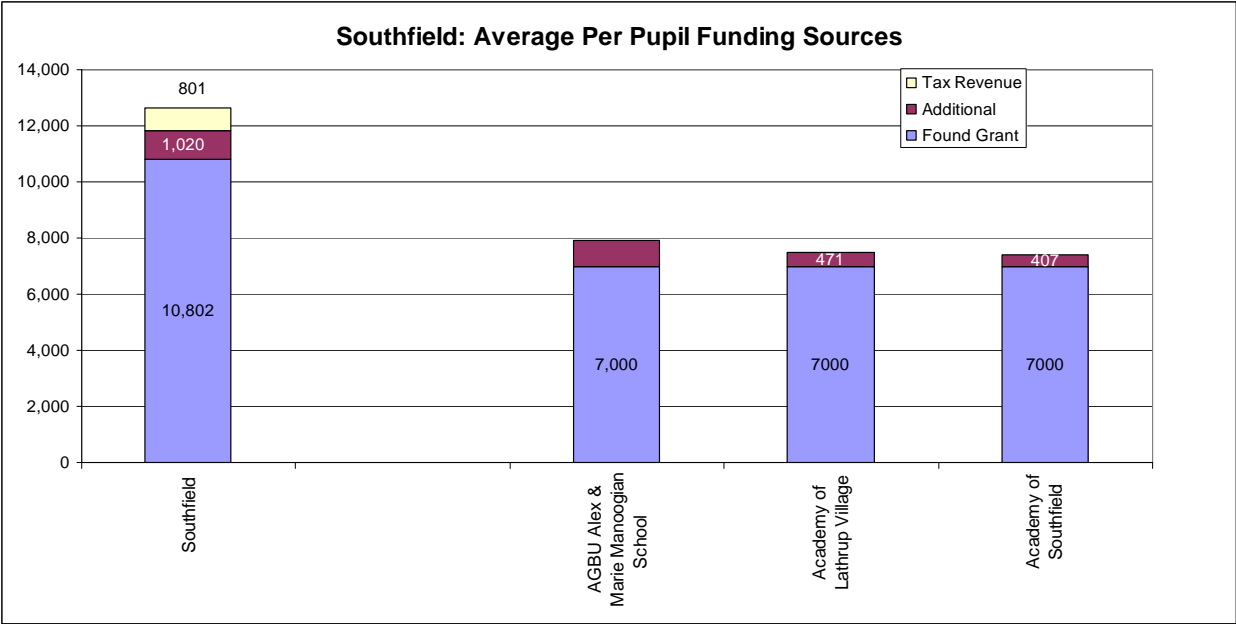


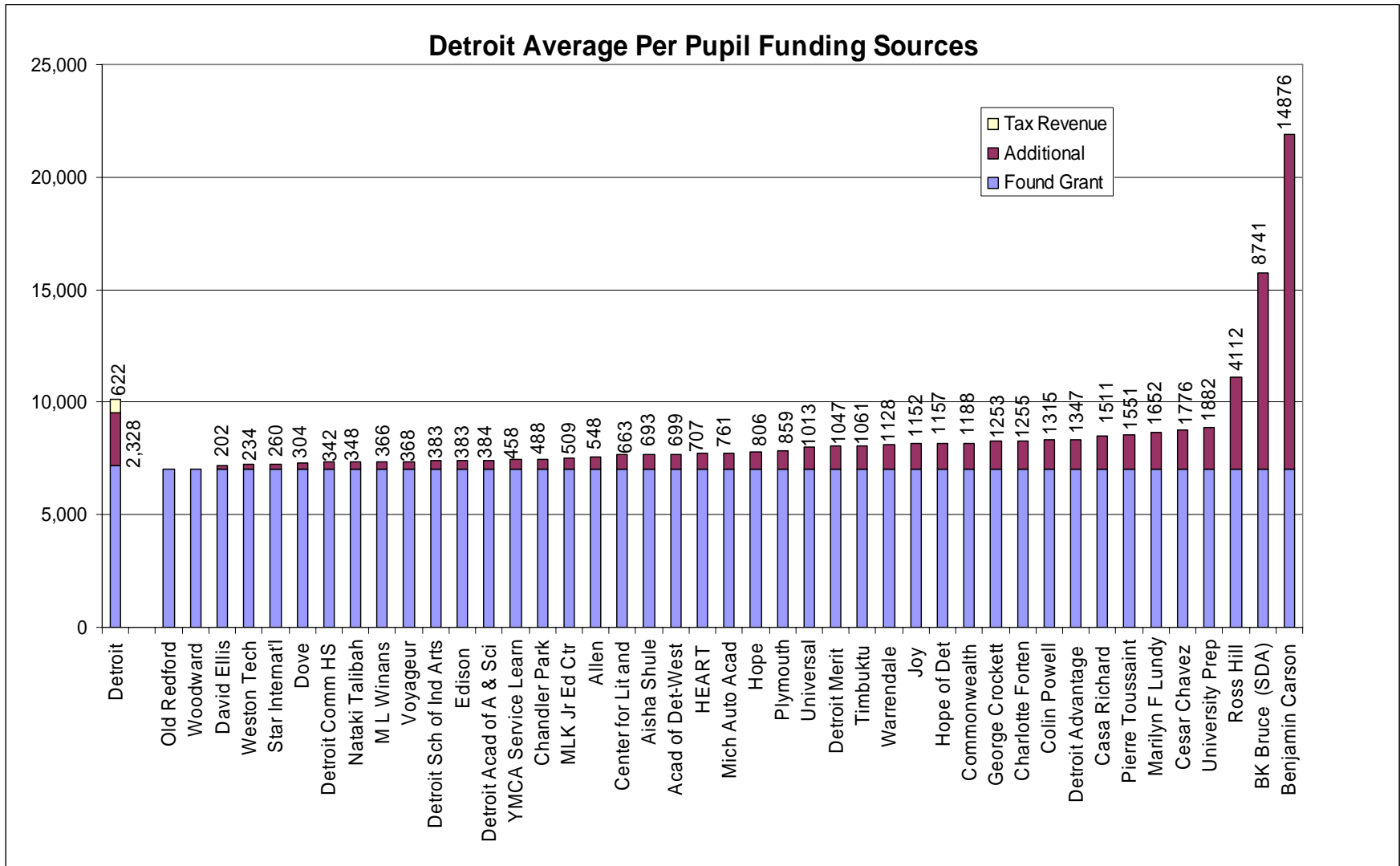












Appendix D

PSA Name	Grade Level	Host District
Academic Transitional Academy of St. Clair	9-10	Port Huron
Academy for Business & Technology	K-12	Inkster-Westwood
Academy for Technology & Enterprise	10-12	Saginaw City
Academy of Detroit-West	K-6	Detroit
Academy of Flint	K-8	Westwood Heights
Academy of Inkster	9-12	Inkster
Academy of Lathrup Village	K-8	Southfield
Academy of Michigan	9-12	Oak Park
Academy of Oak Park	K-12	Ferndale /Oak Park
Academy of Southfield	K-8	Southfield
Academy of Waterford	K-6	Waterford
Academy of Westland	K-8	Wayne-Westland
Advanced Technology Academy	9-12	Dearborn
AGBU Alex & Marie Manoogian School	K-12	Southfield
Aisha Shule/WEB Dubois Prep School	K-12	Detroit
Allen Academy	K-9	Detroit
Ann Arbor Learning Community	K-8	Ann Arbor
Arbor Academy	K-6	Lakeview
Arts & Technology Academy of Pontiac	K-7	Pontiac
Arts Academy in the Woods	9-11	Warren
Bahweting Anishnabe Public School Academy	K-8	Sault Ste Marie
Battle Creek Area Learning Center	10-12	Battle Creek
Bay County Public School Academy	K-7	Bay City
Bay-Arenac Community High School	9-12-ALT	Essexville-Hampton
Benjamin Carson Academy	6-12	Detroit
Benton Harbor Charter School	K-8	Benton Harbor
Black River Public School	4-12	Holland
Blanche Kelso Bruce Academy (SDA)	5-12	Detroit
Blue Water Learning Academy (SDA)	9-12	Algonac
Bradford Academy	K-5	Romeo
Burton Glen Charter Academy	K-8	Atherton
Canton Charter Academy	K-8	Plymouth-Canton
Capital Area Academy	K-8	Lansing
Casa Richard Academy	9-12	Detroit
Casman Alternative Academy	7-12	Manistee
Center Academy	PK-8	Flint
Center for Literacy and Creativity	K-8	Detroit
Central Academy	PK-12	Ann Arbor
Cesar Chavez Academy	K-11	Detroit
Chandler Park Academy	K-8	Detroit
Chandler Woods Charter Academy	K-8	Comstock Park
Charlotte Forten Academy	6-12	Detroit
Charyl Stockwell Academy	K-8	Hartland
Chatfield School	K-6	Lapeer
Cherry Hill School of Performing Arts	K-12	Inkster
Cole Academy	K-6	Lansing

PSA Name	Grade Level	Host District
Colin Powell Academy	K-8	Detroit
Commonwealth Comm Dev Academy	K-8	Detroit
Concord Academy-Antrim	K-12	Alba
Concord Academy-Boyne	K-12	BoyneFalls
Concord Academy-Petoskey	K-12	Petoskey
Conner Creek Academy	K-10	Warren
Conner Creek Academy East	K-10	Roseville
Countryside Charter School	K-12	Benton Harbor
Creative Learn Acad of Sci Math & Humanities	K-8	Beaverton
Creative Montessori Academy	K-8	Taylor
Creative Technologies Academy	2-12	Cedar Springs
Cross Creek Charter Academy	K-8	Byron Center
Crossroads Charter Academy	K-12	Big Rapid
da Vinci Institute	K-12	Jackson
David Ellis Academy	K-8	Detroit
Dearborn Academy	K-8	Dearborn
Detroit Academy of Arts & Sciences	K-12	Detroit
Detroit Advantage Academy	K-8	Detroit
Detroit Community High School	9-12	Detroit
Detroit Edison Public School Academy	K-8	Detroit
Detroit Merit Charter Academy	K-6	Detroit
Detroit School of Industrial Arts	9-12	Detroit
Discovery Elementary School	K-8	Fennville
Dove Academy of Detroit	K-6	Detroit
Eagle's Crest Charter Academy	K-8	West Ottawa
Edison Oakland Public School Academy	K-6	Ferndale
El-Hajj Malik El-Shabazz Academy	K-6	Lansing
Endeavor Charter Academy	K-8	Battle Creek
Excel Charter Academy	K-8	Kentwood
Francis Reh Public School Academy	K-8	Saginaw
Gateway Middle High School	7-12	Grand Rapids
Gaudior Academy	K-8	Wayne-Westland
George Crockett Academy	K-10	Detroit
George Washington Carver Academy	K-7	Highland Park
Grand Blanc Academy	K-8	Grand Blanc
Grand Rapids Child Discovery Center	K-5	Grand Rapids
Grand Traverse Academy	K-9	Traverse City
Grattan Academy	K-12	Belding PS/Greenville
Great Lakes Academy	K-6	Pontiac
Hamtramck Academy	K-4	Hamtramck
Health Careers Academy of St Clair	11-12	Port Huron
HEART Academy	9-12	Detroit
Henry Ford Academy	9-12	Dearborn
Holly Academy	K-8	Holly
Honey Creek Community School	K-8	Ann Arbor
Hope Academy	K-6	Detroit

PSA Name	Grade Level	Host District
Hope of Detroit Academy	K-10	Detroit
Horizons Community High School	9-12	Wyoming
Hospitality Academy of St Clair Co	11-12	Port Huron
Huron Academy	K-9	Utica
Industrial Technology Academy	11-12	Port Huron
Info Tech Acad of St Clair Co	11-12	Port Huron
International Academy of Flint	K-12	Flint
Island City Academy	K-8	Eaton Rapids
Jackson Arts & Technology Public School Academy	K-5	Jackson
Joy Preparatory Academy	K-6	Detroit
Kalamazoo Advantage Academy	PK-8	Kalamazoo
Keystone Academy	K-5	Van Buren
King Academy	K-6	Inkster
Knapp Charter Academy	K-8	Forest Hills
Lakeshore Public Academy	K-12	Pentwater
Landmark Academy	K-8	Port Huron
Learning Center Academy	K-12	Byron Center
Linden Charter Academy	K-8	Westwood Heights
Livingston Technical Academy	9-12	Howell
Macomb Academy	12	Chippewa Valley
Marilyn F Lundy Academy	6-10	Detroit PS
Marshall Academy	K-9	Marshall
Martin Luther King Jr Ed Ctr	K-6	Detroit
Marvin L Winans Acad of Performing Arts	K-11	Detroit
Merritt Academy	K-6	New Haven
Metro Charter Academy	K-8	Romulus
Michigan Automotive Academy	K-12	Detroit
Michigan Health Academy	9-12	Southgate
Midland Acad of Adv & Creative Studies	K-12	Midland
Mid-Michigan Leadership Academy	K-8	Lansing
Morey Charter School	K-12	Mt.Pleasant
Mt. Clemens Montessori Academy	K-5	Mt. Clemens
Muskegon Technical Academy	6-11	Muskegon
Nah Tah Wahsh Public School Academy	K-12	Hannahvill
Nataki Talibah Schoolhouse of Detroit	K-8	Detroit
Navigator Academy	K-6	Kalamazoo
New Bedford Academy	K-8	Bedford
New Beginnings Academy	K-5	Ypsilanti
New Branches School	K-6	Grand Rapids
New City Academy	K-7	Lansing
North Saginaw Charter Academy	K-8	Saginaw
North Star Academy	9-12	Ishpeming
Northridge Academy	K-8	Flint
Northwest Academy	5-12	Charlevoix
Nsoroma Institute	K-8	Oak Park
Oakland Academy	K-5	Portage

PSA Name	Grade Level	Host District
Oakland International Academy	K-12	Farmington PS/Detroit
Ojibwe Charter School	K-8	Brimley
Old Redford Academy	K-8	Detroit
Outlook Academy (SDA)	7-10	Allegan
Pansophia Academy	K-11	Coldwater
Paragon Charter Academy	K-8	Jackson
Paramount Charter Academy	K-8	Kalamazoo
Pierre Toussaint Academy	K-8	Detroit
Plymouth Educational Center	K-8	Detroit
Pontiac Academy for Excellence	K-9	Pontiac
Presque Isle Academy II	9-12	Onaway
Public Safety Academy of St. Clair County	11-12	Port Huron
Renaissance Public School Academy	K-6	Mt Pleasant
Richfield Public School Academy	K-5	Flint
Ridge Park Charter Academy	K-8	Grand Rapids
Riverside Academy	K-5	Dearborn
Ross Hill Academy Jr.	K-8	Detroit
Saginaw County Transition Academy	7-11	Saginaw City
Saginaw Preparatory Academy	K-8	Buena Vista
Sankofa Shule Academy	K-8	Lansing
Sauk Trail Academy	K-8	Hillsdale
Shoreline Academy of Business & Trades	10-12	Manistee
South Arbor Charter Academy	K-8	Milan
St Clair County Learning Academy	8-11	Port Huron
St. Clair County Academy of Style	11-12	Marysville
Star International Academy	K-12	Detroit
Summit Academy	K-12	Romulus
Summit Academy North	K-10	Huron
Sunrise Education Center	K-6	Tawas Area
Thomas-Gist Academy North	K-8	Inkster
Three Oaks Public School Academy	K-8	Whitehall
Threshold Academy	PK-6	Greenville
Timberland Academy	K-8	Muskegon
Timbuktu Academy of Science and Technology	K-8	Detroit
Traverse Bay Community School	K-8	Elk Rapids
Tri Valley Academy of Arts and Academics	K-8	Muskegon
Trillium Academy	K-7	Taylor
Universal Academy	5-9	Detroit
University Preparatory Academy	6-9	Detroit
Vanderbilt Charter Academy	K-8	Holland
Vanguard Charter Academy	K-8	Wyoming
Vista Charter Academy	K-8	Godwin Heights
Voyageur Academy	K-11	Detroit
Walden Green Montessori	K-9	Spring Lake
Walker Charter Academy	K-8	Kenowa Hills
Walter French Acad of Business & Technology	K-12	Lansing

PSA Name	Grade Level	Host District
Walton Charter Academy	K-8	Pontiac
Warrendale Charter Academy	K-7	Detroit
Washtenaw Technical Middle College	10-12	Ann Arbor
West MI Acad for Arts and Academics	K-8	Grand Haven
West MI Academy of Environmental Science	K-12	Kenowa Hills
West Village Academy	K-8	Dearborn
Weston Technical Academy	6-12	Detroit
White Pine Academy	K-8	Leslie
Will Carleton Charter School Academy	K-11	Hillsdale
William C Abney Academy	K-6	GrandRapids
Windemere Park Charter Academy	K-8	Waverly
Windover High School	9-12	Midland
Woodland Park Academy	K-8	Grand Blanc
Woodward Academy	K-8	Detroit
YMCA Service Learning Academy	K-8	Detroit